

FACEBOOK AND INTERACTION

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Facebook and Interaction among EFL students

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ABSTRACT

The aim of this study is to explore the use of Facebook to mediate written and oral interaction in an EFL context, through the identification of students' perception of the activities that promote interaction and the analysis of both the teacher and the students' roles in such interactions. This study was carried out through a qualitative case study research design, which involved 33 highschool students in a public institution of the Colombian northern coast. The information gathering instruments used for this investigation included semi-structured interviews, a questionnaire and document analysis based on Facebook interaction excerpts. Such analysis revealed that a closed Facebook group may be used as a space to promote interaction among students and teacher in the English language. Also the analysis of data provided evidence that Facebook can not only help to mediate interaction, but also might serve as a learning enhancement tool and an strategy to foster students' autonomy. Discussion about the significance of this study and the implications for English teaching and learning, as well as some relevant conclusions were also developed.

Key words: Facebook, interaction, mediation, teacher and students' roles.

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1. INTRODUCTION

In recent years, the public system of education in Colombia faces a number of problems that affect the quality of education. Most of the difficulties are related to a variety of conditions in public schools, concerning not only physical location but also human resources, and depending on the support of local government representatives such as majors and education secretaries within the different departments or capital cities. In order to improve the quality of public education, general policies and guidelines concerning changes in the structure of the curriculum have been directly sent from the central government in the head of the National Ministry of Education (hereafter MEN), such as Law 115 of 1994 and its regulatory edicts. Therefore, principals and teachers must try to accomplish the proposed short or long-term goals, in spite of the variety of constraints we have to manage in daily teaching practice. These problems are related to the lack of investment on incentives for teachers and improvement of the schools infrastructure by Colombian government in the public sector (Gaviria & Barrientos, 2001)

From this perspective, the center of this study will be a group of 33 students of seventh grade at Institución Educativa San Jorge, in Montelíbano, a small town in Córdoba. Accordingly to the national language standards of English designed by the MEN, in concordance with the international levels of quality of the Common European Framework (hereafter CEFR), this group represents students placed in level A1 (Basic user- Access). According to the institutional initial projections these students should be in the level A2 (Basic user - Platform), but there has been a delay due to students have faced confidence issues that have prevented them from participating actively in simple tasks such as

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classroom conversations. This insecurity, observed when students are exposed to talk each other, is attributed to the lack of vocabulary presentation techniques teachers use as a means to help them recognize basic structure and use of the language. This can be considered as a real problem since they, as seventh graders, should advance in the consolidation of essential aspects of the foreign language and improve skills such as speaking and writing.

The situation described above is also related to the fact that the school results in the external, standardized test ‘Prueba Saber 11º’, in the area of English language, have been relatively low in comparison with other subjects, during the last years (see Appendix E). Moreover, the national government policies related to bilingual education have become quite ambitious since the date for achieving the long-term goals is ever closer: Colombia is supposed to be a “bilingual country” by the year 2019. The program “Colombia Bilingüe 2014-2018” has proposed the goal to raise the Pre Intermediate B1 level from 2% to 8% and from 7% to 35% of students in Basic A2, since “reaching this goal will enable students within the education system to communicate better in English and gain access to better job and career opportunities” (Colombia Bilingüe, 2014-2018, Retrieved from <http://www.colombiaaprende.edu.co/html/micrositios/1752/w3-article-315515.html>)

Regarding these goals of the bilingual program, the department of English teachers in our institution have met in several opportunities with the purpose of reviewing and updating the syllabus, according to the new MEN orientations. As a result of this process we have realized that the greatest limitation we have to face is the problem of handle the time schedule. Three hours per week is not enough to develop all the subject content of the

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English program. Even though teachers make our best effort, the time students are exposed to use the language is too short. Therefore, it is possible that the problem might come from the way the general studies plan has been organized. In other words, with only three hours per week for the English class in all grades from sixth to eleventh (this is the weekly allocation hours, according to the Institutional Educational Project), students do not have the opportunity of being completely engaged in the English language learning. Since they do not find other spaces -different from the classroom- to practice and use constantly the language, they come to forget easily what they have learnt, as evidenced in the results of the evaluations applied every two months, which show that more than 50% of the students fail in these exams.

On the other hand, during the most recent “week of institutional development” that takes place at the beginning of each school year, administrators and coordinators found out several problems of communication inside the community. The school experienced lack of information among teachers and parents, even among students, due to the difficulty to print the large amount of information for everybody (the high cost of photocopies). For this reason, the institution decided to create an official profile in the social network Facebook (kind of fan page), with the purpose of establish another channel to build up real communication with students and parents. Likewise, the page has had success (currently it counts with more than 1500 fans among teachers, parents and students) and it has become a very useful instrument to be in touch with the community, since important and current information about events, news and photographs are posted everyday to keep students, teachers and parents completely informed about all that occurs inside the institution.

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It is also known that students may spend much of their free time on social networking websites such as Facebook, Instagram, MySpace, and Twiter, especially in the afternoons when they are at home. They use these networks in order to play, look for old friends, entertain or make part of a social group (Aydin, 2013). Concerning this point, Aydin (2012) reports that research has mainly focused on the characteristics of Facebook users, the reasons people use it, its harmful effects, Facebook as an educational environment, its effects on culture and language, and the effects of individual variables on the use of Facebook. This researcher also concludes that Facebook may be readily utilized as an educational environment and it could have a positive impact on foreign language teaching and learning (Aydin, 2012).

This social phenomenon has also become object of study of language researchers such as Espinosa (2015), who states that “the use of Facebook is a general concern among educators. However, no matter what adults think, social networking is still a mainstay in the lives of youths” (p.2206). Similarly, Thompson (2013) argues that nowadays students spend much of their time on social networks, it is therefore very important for teachers to take advantage of this opportunity. Thus, teachers in this institution are trying to turn the students’ use of social networks into an educational strategy to enhance their language learning. In this particular case, the use of Facebook is being considered as a mediation tool that might improve students’ interaction in the English language.

This paper is divided in six sections. The first of them describes the setting where this research takes place, introduces a rationale with the main arguments for conducting this investigation, indicates the existing gaps in the respective field, and establishes the research

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questions and objectives. The second chapter contains an extensive view of the theoretical framework, with the definition of the key concepts and the main debates in this topic, as well as a summary of the various similar studies that have been conducted in this research area and their most relevant results. In the third place, a section with the selected methodology, a description of the participants and the procedure, and the definition of the data collection instruments will be developed. Other chapter will be devoted to the analysis of the results, with the supportive evidence provided by data, followed by the section related to the discussion, where the findings will be interpreted and qualified, establishing comparisons with other investigations' results and determining the relevance of this study for the Colombian education context and EFL teaching and learning. Finally, the most important conclusions will be brought up in this section that, besides, points out remaining gaps in knowledge and limitations of the study and discuss implications for teaching and further research. The last two chapters correspond to the references used for this investigation and the appendix with evidence and supportive data provided by the instruments.

1.1 The context

The setting where this study will take place is Institución Educativa San Jorge, a public school located in Montelíbano (Cordoba). This institution has a population of nearly 3,000 students, who come from both urban and rural sector. It offers all the grades of formal education from preschool to eleventh grade, divided in Primary School (0th to 5th), Basic High school (6th to 9th) and Vocational Media (10th and 11th). Students there come from the lowest levels of economical condition in the North Coast, since most of them

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belong to 1 and 2 socio economical status. Besides, some of them come from towns and communities that have suffered the consequences of the violence in this part of our country. This means they belong to dysfunctional families where there is only one parent or they live with grandparents or other relatives. Unfortunately, part of them might have been victims of the displacement by violence of different kinds.

Concerning to the vision, in 2020 the Institución Educativa San Jorge will be positioned as a leader in providing an educational service of quality, consistent with the needs of the community and the region. This ambitious goal will be achieved on the basis of the institutional pedagogical approach, which is centered on the principles of meaningful learning, implementing strategies such as the development of communicative skills and collaborative learning within the frame of a student-centered curriculum.

Unfortunately, there are lots of constraints during the daily school activities: teachers have classes of 45 students so far in classrooms where physical conditions are not the best. Moreover, teachers just count on a few audiovisual aids such as a digital board, video beam and laptops to work in two special classrooms. Other resources must be provided by teachers who develop the activities with the help of printed material, because textbooks are not available since most of the parents cannot afford them. Besides, three hours a week per group is just the time teachers have to manage and try to take advantage of as much as possible, with the purpose of cover all the content and the subject matter previously proposed at the beginning of each year, during the planning stage. Despite of these limited conditions, students, in general terms, show a positive attitude towards English language learning and most of them seem to be motivated and engaged within the class activities.

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1.2 Rationale

According to the principles of globalization and autonomy, the National Education Assembly, held in 2006, set as one of its main goals the development of communicative competences in the native language and, at least, in one foreign language (English in this case). More specifically, ‘Colombia Bilingüe’ as the vision that, by the year 2019, all students in Colombia should master the English language. Since mastering a foreign language represents a comparative advantage, an attribute of their competence and competitiveness, it is necessary to create strategies for the development of communicative competences in English, and make these skills are achievable for every student (Colombia Bilingüe, 2014-2018, Retrieved from <http://www.colombiaaprende.edu.co/html/micrositios/1752/w3-article-315515.html>).

Therefore, the development of this kind of research is very convenient for the following reasons: first, there is a general lack of investigation about how social media contributes to education (Aydin, 2012). Second, few data have been found on the using of Facebook to improve students’ interaction in the English language, in the context of public institutions in the department of Córdoba. Particularly, at Institución Educativa San Jorge, there is not any systematized, officially developed research concerning the impact of social networks such as Facebook in the English learning process of students, nor any other investigation work about foreign language learning. Finally, it is worth conducting this study since it seems to exist lack of research concerning how the interaction of students in Facebook can be used as a virtual space for English learning and practice, which is the

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focus of the present investigation. Consequently, this kind of research may help to improve English teaching and learning in this region of the country and might also serve as a starting point for further research.

1.3 Research questions and Objectives

To continue with this section, the research question and subquestions, as well as the general and specific objectives of this study will be introduced below:

1.3.1 Research question

How does the use of Facebook mediate interaction among EFL students?

1.3.2 Sub questions

- What kind of Facebook activities mediate interaction among students?
- What is teacher's role in the interaction using FB?
- What is the students' perception towards interaction activities using FB?
- What is the students' role in the interaction using FB?

1.3.3 General Objective

Explore the use of Facebook to mediate interaction among EFL students.

1.3.4 Specific objectives

- Describe Facebook activities that mediate interaction among students.
- Identify the teacher's role in the interaction using FB.
- Identify the students' perception towards interaction activities using FB.
- Identify the students' role in the interaction using FB

2. THEORETICAL FRAMEWORK

In this chapter the key concepts of the research questions will be defined and the main controversies or debates in this topic will be discussed. In this way, a general review of concepts such as Computer Assisted Language-Learning, mobile language learning, social network base learning, Facebook, mediations, perception and interaction will be developed. The last section of this chapter also contains a synthesis of similar studies conducted in the same research area around the world in recent years, and how the results of those studies are related to the present ones.

2.1 Computer Assisted Language-Learning

Computer Assisted Language Learning (CALL) is related to the use of computers for language teaching and learning and it has been defined by authors such as Levy (1997) as “the search and study of applications of the computer in language teaching and learning” and goes on to state that “it is used as the general term to cover all roles of the computer in language learning” (p. 81). In this sense, since it has been currently applied, Computer Assisted Language Learning has had positive effects in the process of learning a foreign language. This process becomes more learner-centred when students can make their own decisions and work independently within a technology-enhanced environment (Park & Son, 2009). Some advantages of CALL can be established in the following terms:

It offers a powerful self-access facility; that is, it helps to generate autonomous learners who will experience freedom of choice.

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It gives a new role to teaching materials. In CALL, materials adapt themselves to the requirements of the individual student; that is, they become interactive. (Hashemi & Aziznezhad, 2011, p. 833).

Anyhow, one of the most important aspects of the implementation of CALL approaches is related to its versatility, since it can be used both in synchronous (online) or asynchronous (offline) learning contexts. Therefore, when there is lack of good internet connection or online infrastructures are weak, CALL becomes an appropriate alternative to teach EFL students. That is how virtual worlds designed to facilitate communication among users are the result of the advances in network technologies connected with asynchronous CALL approaches, which appear to be useful and effective learning tools in EFL environments (Gorjian, Moosavinia, Kavari, Asgari & Hydarei, 2011).

Similarly, using computer-based methodologies for language learning has always been attractive for students, since it implies lots of autonomy, creativity, interaction and motivation. Thus, using a computer in the offline mode in assigning tasks such as doing exercises, drills, grammar, reading comprehension, vocabulary, tests, etc., can contribute to the development of reading comprehension abilities and vocabulary building, as well as to the improvement of communicative competences in general. However, a great variety of possibilities for English teaching and learning can be found all over the web, whether teachers choose to work in a more synchronous way, specially in the last five years, when the new communications and technology developments provide remarkable opportunities as well as unprecedented possibilities for teachers to help English language learners (Kelso, 2010).

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2.2 Mobile language learning

In the last decade, the rapid spread of mobile technologies means people are less aware or maybe more dependent on these devices as part of our daily lives. Some years ago, people used to utilize the mobile device just to make phone calls, send and receive messages. Nowadays, as stated by Stockwell (2016), the increased capabilities of smartphones and tablets has produced a combination of functionalities into a single device which may be used by learners to use Internet, access social networking, listen to music, and play games. Besides, hundreds of applications (Apps) for a variety of purposes can be also downloaded through mobile devices according to the users personal needs. Such phenomenon has led to great interest among educators about the relevance of these devices use for language learning, for example, and it is often argued that they are particularly suited to supporting social contacts and collaborative learning (Kukulsa-Hulme & Shield, 2008). Therefore, a variety of possibilities and applications for language teaching and learning are available for teachers and students when implementing the use of mobile devices for academic purposes.

According to Kukulsa-Hulme and Shield (2008), ‘mobile learning’ refers to “learning mediated via handheld devices and potentially available anytime, anywhere. Such learning may be formal or informal” (p.273). Therefore, the use of mobile devices to support language learning has come to be very common in recent years, since it has become easier to access to wireless networks and everyday more and more people may own their devices to communicate with such networks. In this sense, Mobile Assisted Language Learning

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(MALL) is different from CALL because of its use of “personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use” (Kukulsa-Hulme & Shield, 2008, p.273). As a consequence, computers are being increasingly replaced by mobile devices to be used as language learning tools, because of the multiple benefits for users with special mobility and connectivity needs.

2.3 Social Networking Sites for language learning

With the emergence of Web 2.0 applications for social purposes, the increase of Social Networking Sites has become evident in our technology-based world. Concerning this, important researchers have defined social network sites as

...web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. (Boyd & Ellison, 2007, p.211)

In the last 10 years social networks have become a useful means for people from all over the world interact with others. According to Selwyn (2009), Social Networking Sites (SNSs) are “personal spaces for online conversations and sharing of content based typically on the maintenance and sharing of ‘profiles’ where individual users can represent themselves to other users through the display of personal information, interests,

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photographs, and so on”(p. 157). Similarly, SNSs offer a space for people to interact with others, express their opinions and share information in order to obtain social approval (Saylag, 2012). As it has been stated, these networking sites, as they are intended, have been mostly used for social purposes.

Nevertheless, some studies have recently demonstrated that using social networks with educational purposes has become a successful strategy not only for middle or high school students but also for college and university programs (Alvarez, 2015; Aydin, 2013; Balakrishnan, 2014). There are many examples of interesting achievements when implementing the use of social networks such as Facebook in the process of learning a foreign language (Buga, et al., 2014; Milosevic, et al., 2015; Yen et al., 2015). Besides, there are relevant and important results concerning the educational using of social networks, such as some findings reported by Selwyn (2009).

One of the main educational uses of social networking is seen to lie in their support for interaction between learners facing the common dilemma of negotiating their studies. SNSs may also benefit learners by allowing them to enter new networks of collaborative learning, often based around interests and affinities not catered for in their immediate educational environment. (p.2)

Other researchers, such as Toetenel (2014) have found that there is a variety of application SNSs may have for educational purposes: from writing blogs to develop writing skills, to instant messaging to develop communicative skills and interaction. Similarly, Callaghan and Bower (2011) consider that, in an educational context, SNSs may provide a variety of opportunities to the classroom, such as self-directed learning, peer-based

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learning, the development of cognitive skills and media literacy, as well as they can promote higher levels of students motivation and engagement.

Finally, modern language investigators such as Saylag (2012), who has developed important studies concerning the using of SNSs in educational environments, suggests that among the social networking sites which are part of educational enterprises currently, Facebook can be employed for enhancing teaching objectives and procedures, since it may be considered a multifaceted and multidimensional network. In summary, SNSs use for educational purposes, particularly for English language teaching and learning, might provide a diversity of advantages and opportunities for both students and teachers concerning the development of communicative skills, peer-interaction, students engagement and motivation, studies negotiation, collaborative learning and, naturally, technological and media literacies. According to Ferdig (as cited in Aydin, 2013), social networking promotes social interaction, enhance active and social learning, and contributes to the construction of knowledge within a constructivist context. Such idea is closely related to the Vygosty's (1978) concept that society and culture influence cognitive growth. And also concerning this issue, Aydin (2013) states that "in this sense classrooms are not the only places that shape learners' language development. Student–teacher interactions on Facebook, which provide social learning opportunities, may contribute positively to EFL learning experiences" (p. 156).

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2.4 Facebook to learn languages

One of the most commonly used SNS is Facebook (FB), which was created by Mark Zuckerber in 2004, when he was studying in Harvard. Despite it was originally designed for college students, today it counts on with more than 1 billion users worldwide. Boyd and Ellison (2007) define Facebook as “a popular website that allow users to interact and collaborate within a pre-defined virtual community” (p.218). Nowadays, with the improvement and globalization of technology, Facebook has become a social network used for a variety of purposes: communication with other people, getting in touch with new friends, contacting old childhood partners or school classmates, exchanging information - photos, messages, articles, videos, news- (Stutzman, 2006). At the same time, many companies and industries use Facebook as a very powerful marketing tool for advertising and selling their products and services, as indicated by Patterson (2012).

If a social network like FB, used by millions of people around the world, is an excellent means of communication, it probably would serve as a good scenery to take English teaching and learning out of the classroom and offer the students the chance to use the language in a genuine way. In relation to this, Buga, et al. (2014) consider that Facebook, as a social media web application, is used by millions everyday, and that both students and adults use it as a means of genuine communication for keeping in touch with friends and conveying written messages and visuals. Consequently, if FB is so good in promoting daily communication, it should be also profitable in the school environment.

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A number of studies to understand how online social networking platforms such as FB can contribute to English language learning have been developed by several researchers (Bosch, 2009; Camus et al., 2016; Kabilan et al., 2010; Mazer et al., 2007), with some relevant findings that illustrate the high potential of FB for the improvement of English language learning not only for college and university students who are more independent, but also for middle and high school pupils. It is possible to summarize these findings as follows: Camus, et al. (2016) realized that FB has positive effects on students' participation, learning and overall course performance, since it stimulates discussion, encourage peer interactions and serves to build community. Similarly, Mazer, et al. (2007) have concluded that FB "is a contemporary technological tool that can offer teachers and students a unique method to nurture the student-teacher relationship, which can ultimately create a positive learning experience for both parties" (p. 15). In the same sense, one of the relevant results of a university research undertaken by Bosch (2009), was that Facebook is one of many Web 2.0 tools listed as having potential applications for teaching and learning. And finally, Kabilan, et al. (2010) conducted a study that has suggested that learning of English in FB is feasible because the technologies that support FB and features that characterize FB are able to engage students in meaningful language-based activities.

Finally, to conclude this part it is very important to remark that FB is being increasingly used for educational purposes, as a virtual space to improve learning among the academic community. Since FB may be considered as an integral part of highschool and college students routines, it can bring a variety of opportunities within their everyday social contexts and foster peer interactions for both academic and social purposes. As a

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consequence, FB becomes a potential platform for online collaborative learning that is very attractive for educators and researchers (Asterhan & Rosenberg, 2015).

2.5 Students' perception of social networking sites for learning

With the improvement and rapid development of technology in the last fifteen years, SNSs are being increasingly used for academic purposes. Due to this fact, recent research projects have been conducted to explore students' perception of the potential benefits that might have these SNSs in the learning process. Regarding this issue, Jahan and Zabed (2012) have provided the following argument:

Students responded favorably to the degree to which social network sites could be used in education and learning, with the greatest benefit coming in the form of increased communication and collaboration among students in a course. Students also showed positive perceptions of the usefulness of these sites in their courses. (Jahan & Zabed, 2012, p. 241)

Similarly, successful results of the implementation of SNSs for learning have been reported by various researchers. For example, Pérez, Araiza and Doerfer (2013) have indicated that a social networking site such as Facebook could be an effective channel of communication between teachers and students and this can contribute to positive learning outcomes. In the same sense, Picciano's (2002) investigation has established "a strong relationship between students' perceptions of the quality and quantity of their interaction and their perceived performance in an online course" (p.32). However, some implications related to ethical and behavioural aspects arise from the use of such SNSs in educational

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environments. When using Facebook, for example, the fact that teachers and students may “become friends” in this social space online may have different connotations. According to Pérez, Araiza and Doerfer (2013) the convention seems to be that is less acceptable for professors to invite students to become friends in FB than the other way around, and students are worried about this situation. Consequently, teachers who plan to include this kind of strategy for learning should be very careful and, previously, establish clear guidelines concerning students’ participation in this kind of experiences.

Despite the disadvantages described above, the use of social networking for academic purposes can provide many other opportunities to motivate students and improve the learning process. With this strategy, some students who seem to feel timid to interact with teachers in the classroom, may perhaps be able to express their problems to the teacher course through personal messaging on these sites (Jahan & Zabed, 2012). Such point of view is closely related to the idea of Picciano (2002), who has suggested that “for a variety of reasons, some students can also feel alienated in a face-to-face class and not feel part of a group” (p. 22). This explains the fact that learning online communities or FB groups formed by students provide a ‘sense of belonging’ that might promote interaction and enhance learning.

2.6 Mediations

The concept of mediation was introduced approximately four decades ago. One of the first pedagogical researchers who approached this concept was Vygotsky (1978) within the so called “Socio cultural Theory”, whose central idea is that human learning is a social

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interaction process *mediated* by language and other symbolic systems. Therefore, Vygotsky defines mediation as “the process in which our sense of the world is shaped by symbolic tools acquired in the course of education and learning” (Kozulin, 2003, p. 4). In other words, humans do not learn in isolation, we learn as part of a particular cultural environment, where the interaction with other people and a variety of learning tools promote our knowledge acquisition in order to understand and transform the world.

Similarly, mediation may also be considered as the learner’s appropriation of auxiliary means, among which are the spoken and written language, to voluntarily organize and decontrol mental activity (Lantolf & Thorne, 2006). From this point of view, language skills such as speaking and writing, as well as other symbolic tools like concepts, artifacts, and language in general, can act as mediators. Thus, during the learning process, mediated activities and social interaction with other classmates and teachers, as well as communication, play an important role.

With this regard, let us now move to the concepts of technology as a mediator and what has been defined as “pedagogical mediation”.

During the last 10 years technology has advanced so rapidly that it has transformed almost every aspect of modern life, obviously including education. The so-called Information and Communication Technology (ICTs) such as internet, computers, digital programs, multimedia tools, mobile phones, tablets, watches, in general, are being used as mediators to help students develop their language skills. Furthermore, the widespread use of technology in all areas of life has led to its growing presence in educational settings (Grgurovic, 2010). Technology has, therefore, become an important resource used in

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language classrooms with the aim of enhancing learning (Espinoza, 2015). Concerning this point, Marabotto (2005) argues that with the use of ICTs as support for teaching and learning contexts, we incorporate a first mediation and dialogue that, in turn, appears to be ‘mediated’ by technology, which goes beyond a simple support, to generate new ways of ‘dialogue’ and elaborate knowledge’. In other words, using technology to mediate pedagogically is to open spaces for search, processing and application of information, to get in touch with other human beings and obtain aesthetic and recreational possibilities (Castillo, 2010).

More recently, some authors have discussed different concepts of pedagogical mediation. Among them, Córlica and Hernández (2015) have introduced this definition:

Pedagogical mediation is the set of actions, resources and teaching materials involved in the educational process to facilitate teaching and learning. It allows the student be the protagonist of his or her own learning by interacting between information and other students, with organization (teachers, technical support staff , administrators) and the technical means (Córlica & Hernández, 2015, p.2).

On the other hand, Marabotto (2005) finds a difference between pedagogical mediation and didactic mediation, defining the last one as the “access to information, acquire culture and build knowledge through an interpersonal dialogue, alternately with the teacher and peers with whom the learning experience is shared” (p.4). From this author’s point of view, didactic mediation can also be considered as the pedagogical relationship

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where one or both components of the situation of teaching and learning, promote and *trigger* the process of learning.

As it has been stated at the beginning of this section, the widespread use of new communications and language technologies has provided remarkable and unprecedented possibilities for helping English language learners (Kelso, 2010). Consequently, English teachers have to confront the challenge of keeping current with these new technologies, in order to provide the students with more effective environments to improve their language learning. Furthermore, in our role as mediators, institutions and teachers count on a wide field of culture available for us to enhance our teaching on the web. Concerning this aspect, Castillo (2010) has identified five areas or fields for pedagogical mediation: the search and selection in the ocean of networks to bring to our task; the training of students for those searches and investigations; the added value of the information we upload to the network, primarily educational value, because we are educators; the creativity and communication students have added to their learning products; and finally, the added value through hypertext and multimedia constructions. According to this point of view, the problem of limited time exposure to the language of a regular English class may be probably solved by using a social networking site such as Facebook as a space to mediate interaction.

2.7 Interaction

The central language feature for conducting this research is related to interaction, since it plays an important role in the process of foreign language learning. In fact, teacher-student interaction has been analyzed in detail, with the purpose of seeing how much

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meaning it conveys when language teachers act as mediators during second language acquisition (Herazo & Donato, 2012). Besides, one of the characteristics of any learning process, in general terms, is interaction. In this sense, Vygostky (1978) argues that learning is seen as an interactive process of participating in various cultural and social practices and that collaboration can lead to other insights than learning on one's own.

Furthermore, according to Philp, Walter and Basturkmen (2010) an important feature of communicative classrooms is peer interaction, thus it complements teacher-fronted interaction because it provides an environment for practice and meaningful use of the target language, offering a great opportunity for individual production. Similarly, Erten and Altay (2009) consider that the interactive speaking and listening aspect of language learning is essential, but unfortunately students have little chance to speak and write in English outside of the classroom. That is why it is imperative to create more and different opportunities for them to develop speaking and writing skills.

According to Gómez (2011), peer interaction “is understood as the relationships and roles developed by students in the classroom environment when undertaking any kind of task or activity” (p. 190). Besides, evidence of the great importance of peer interaction for the communicative English classroom can be found in a study developed by Tulung (2008) with university-level EFL students in Indonesia where he found that, during peer interaction activities, learners felt more motivated, they considered that they benefited from practicing with their peers and they were not afraid of making mistakes. Clearly, fostering peer interaction and teacher-learner interaction not only inside the English classroom, but

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also in a different environment can probably serve to enhance communicative competences and bring a more relaxed learning context for both teachers and learners.

2.7.1 Classroom Interaction

Traditionally in language learning, during classroom interaction, the teacher is the participant who takes the role of initiator, assuming a dominant and directive role, whereas the students perform a reaction to this input. Then, students probably can ask for feedback, and the teacher responds, therefore this type of ‘cycle’ may be repeated once and again as part of common class interaction. According to Malamah-Thomas (1987), classroom interaction could be defined as “this internal process of learning that will come about as a consequence of an external interaction which takes place between the two kinds of participant: the teacher on the one hand, and the learners on the other... its only purpose is to provide conditions for learning (p.1).

From this point of view, classroom interaction implies that the instructor usually tries to elicit a response from the learner, who is induced to react in order to cooperate either with the teacher or with other learners in a group. However, recent pedagogical practices oriented to a more student-centred approach, suggest that learners should be given the opportunity to take a greater initiative, fostering the use of authentic language to improve communication. In this way, when the teacher initiates the interaction in the classroom, it is possible that he receives a positive response from the student, but it is also probable that no response arises. At the moment a conflict appears in interaction, communication breaks down, therefore only true cooperation from both sides involved in

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the interaction produces effective communication and an appropriate environment for learning to occur (Malamah-Thomas, 1987).

Recent studies about the characteristics of teacher discourse in the classroom (Chamorro, 2014) have allowed to identify some of the most common models of interaction in traditional teaching. One of this models is known as IRE (for its acronym in spanish: Inicio, Respuesta y Evaluación), which suggest that every act of interaction is conducted as follows: “Start, Response and Evaluation / Feedback (IRE / F). The purpose of the *Start* is to present information, promote student participation, the *Response* is given by the student and is determined by the beginning, and the *Evaluation* comes as a reaction to the student's response” (p. 18). Besides, in the same linguistic research a revision to the Coulthard and Bazil model (1992) is conducted. This model propose a structure with three movements "eliciting", "informing" and "acknowledging" (model EIA). The first and third are done by the teacher, while the second can be done by both.

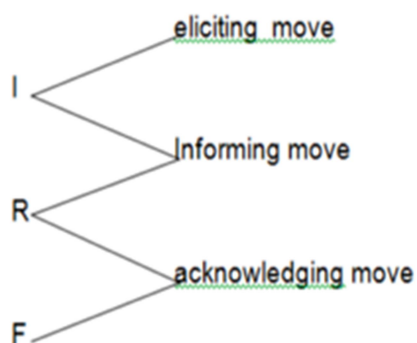


Figure 1. Exchange structure (Coulthard & Bazil, 1992, p. 73)

According to this modality of interaction, the move called "eliciting" implies much more than the simple formulation of a question, since it can also contain explanations of the content matter. On the other hand, the move known as "acknowledging" requires a much

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broader response from the teacher, that must overcome the simple YES / NO that would be expected in the IRE /F exchange (Chamorro, 2014). As mentioned before, current language teaching attempts to overcome these traditional models of interaction, with the purpose of fostering autonomy in the students that allows them a more meaningful practice for an effective learning of the foreign language.

2.7.2 Interaction in virtual environments.

The English classroom is not the unique site where *interaction* for language learning may take place. With the improvement of technology and the fast development of Web 2.0 technologies, SNSs such as Facebook have become a good alternative for language teachers to communicate with their students integrating FB as a teaching/learning resource to promote this foreign language learning. As stated by Lantz-Andersson, Vigmo, and Bowen (2013), interaction in a Facebook group should be seen as an extended space for a variety of sociocultural practices where meaningful *interaction* may occur, and students participation and involvement are made possible in a ‘*virtual*’ but real context. Similarly, Thorne (as cited in Lantolf, 2000) provides evidence that learner communicative interaction is ‘reconfigured’ when it is mediated through Internet in a synchronous form. This can be explained from the fact that students may feel more comfortable and free to express their ideas and opinions in virtual contexts. As stated by Lantolf (2000), “the internet environment creates among students a certain sense of freedom which allows them to say things they would probably not say in face-to-face interaction” (p.11).

Recent studies concerning interaction have also suggested that students’ perception of their teacher can positively change when they can see him or her in the more informal

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virtual context of a social network such as Facebook (Camus, et al., 2016; Mazer, et al., 2007; Milosevic, et al., 2015; Saylag (2013). Concerning the conception stated above, some authors have conducted studies related to teacher-student interaction and peer-interaction in virtual environments, that means SNSs such as Facebook, Ning, Twitter, Instagram, etc. One of these is Saylag (2012), who states that teachers can establish emotional ties with their students through different communication techniques for transmitting information, such as the use of technology. In this way, SNSs can serve to express psychological, pedagogical and philosophical orientations, improving interaction among teachers and students. In other words, teacher-student interaction can take place in a variety of different ways and manners. Similarly, Aydin (2013) has suggested that “In fact, an ideal interaction with students on social networking sites is a gateway to social and cultural learning within a constructivist environment, improving language-learning experiences and learners’ cognitive development” (p 160). In this sense, contemporary approaches in educational psychology consider the teacher’s role more communicative and interactive. Moreover, with the technological advances in the last years, social media tools are being used to enhance interaction among teachers and students, as people seem to have the actual necessity of being part of a social group (Saylag, 2012). It is, therefore, the teacher’s responsibility to provide learners with opportunities to develop a sense of group, but also to maintain the idea of a community as a unit that can interact, learn and work collaboratively.

2.7.3 Interaction in Facebook

Despite Facebook was created as an informal networking site mainly for social interaction, in the past years students are re-appropriating it for academic uses (Lampe,

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Wohn, Vitak, Ellison & Wash, 2011). Therefore, as stated by Joinson (2008), Facebook is not a formal system implemented by the university, but rather a commercial, publicly available system that students usually join for social reasons. However, Social network sites (SNSs) such as Facebook may facilitate informal communication around classroom activities (Lampe, Wohn, Vitak, Ellison & Wash, 2011). In other words, FB can be exploited as a resource outside the English classroom and become a pedagogical tool in the context of foreign language learning.

Additionally, Blattner and Lomicka (2012) suggest that: “like blogs, social networking sites provide users with opportunities and incentives for personal writing, self-reflection and interactive learning” (p.87). In the same sense, Schwartz (2009) recently pointed out that for many students FB has become an extension of the classroom where all types of connections take place, some routine and some more substantial (as cited in Blattner & Lomicka, 2012). Therefore, when implementing FB as a virtual pedagogical space to foster both teacher-student and peer-interaction in the foreign language, this can become a more personal and motivating learning community to complement the English classroom environment. Concerning this point, Asterhan and Rosenberg (2015), as result of their research about the using of FB for teacher-student interaction, have stated that “*interactions* through FB do not have any built-in social restrictions or social stratifications that structure with whom, when and on what one can interact, opening up possibilities for teachers to connect and interact with their students on a range of topics, after regular school hours” (p.141).

Improving teacher-student interaction as well as peer interaction under the frame of

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a virtual space such as FB offers a diversity of possibilities for both social life and instructional aims, since this networking site allows users act spontaneously in a non-formal environment which makes easier for students to express naturally, without the stress and restrictions of the classroom mood. This has been supported by Asterhan & Rosenberg (2015) whose recent study about how and why secondary teachers use FB to interact with their students has identified some of the most relevant objectives of teacher-student contact in this networking site, as it is described in the following figure:

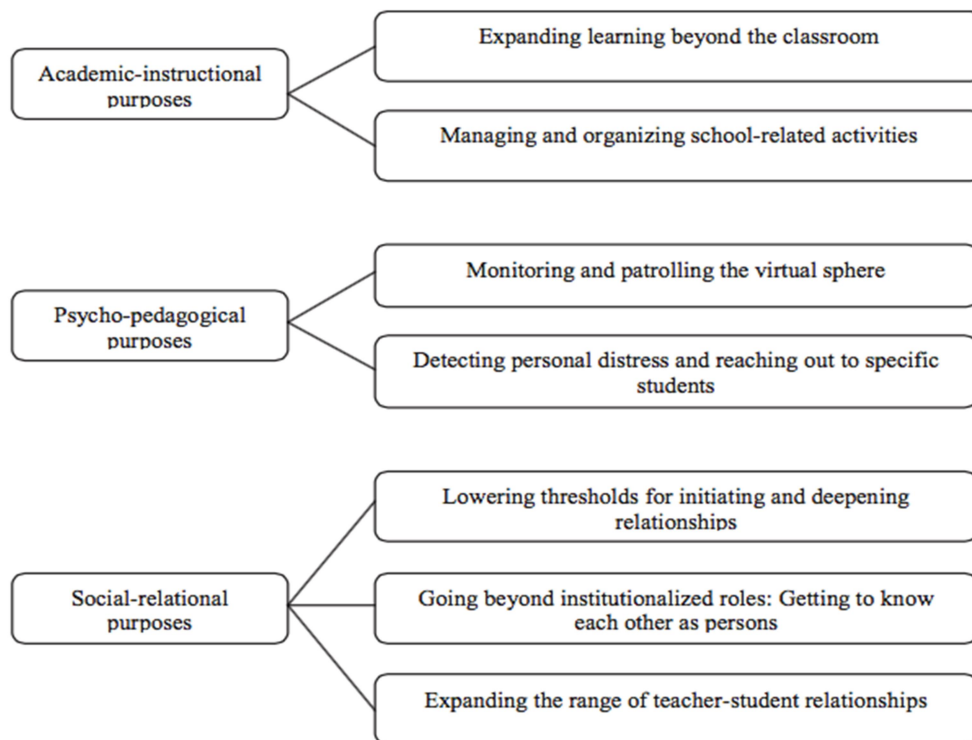


Figure 2.

Figure 2. Purposes of Teacher-Student Facebook contact.

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Interaction in virtual environments such as FB implies also the use of a number of strategies developed by the users in order to improve online communication. Concerning this aspect, in a research developed by Halizah, Amin and Yunus (2012), the authors have identified some of these Communication Strategies (CS) as follows: *direct strategies*, *digital media*, *paralinguistic strategies* and *interactional strategies*. Among those mentioned above, the so called '*paralinguistic strategies*', refer to all those non-verbal mechanisms displayed by the learner in an effort to compensate the absence of cues such as intonation, pitch and facial expression in virtual context which are characteristic in face to face interaction. The use of such paralinguistic strategies has become very popular mostly among young FB users who try to abbreviate words and phrases for simpler and faster typing, as well as to employ '*emoticons*' to express changes in mood and positive or negative feelings as a way to react or respond to other people's comments and postings.

A fairly appropriate classification of these *paralinguistic strategies* has also been introduced by Halizah, Amin and Yunus (2012) in five types of strategies that are presented below with some examples:

1. Onomatopoeia: wow!, oohh, mmmm
2. Substitution: before= b4, laugh out loud= lol
3. Emoticons: :), ^_^, =D
4. Capitalized words for stress: WHY?, THANKS!
5. Punctuation: !!!, ???

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2.8 State of the art

In recent years, there has been an increasing number of studies concerning the implementation of social networking sites such as Facebook for educational purposes. Some of the most remarkable research projects on this topic and their relevant findings are briefly described in the following pages.

An experimental study conducted by Mazer, Murphy and Simonds (2007) had as its main goal to examine the effects of teacher-self-disclosure via Facebook on anticipated college students motivation, affective learning, and classroom climate. As a result, they found out that participants who accessed the Facebook website of a teacher high in self-disclosure, anticipated higher levels of motivation and affective learning and a more positive classroom climate. In the present case, students may probably feel more confident in addressing the teacher if they have the opportunity to share with her in a more relaxed atmosphere (the virtual space) than the English classroom.

Another study developed by Selwyn (2009) to explore university students' education-related use of this social network brought to the conclusion that Facebook appears to provide a ready space where the 'role conflict' that students often experience in their relationships with university work, teaching staff, academic conventions and expectations can be worked through in a relatively closed 'backstage' area. Likewise, in a similar research conducted by Kabilan, Ahmad and Zainol (2010), whose purpose was to investigate if university students consider FB as a useful and meaningful learning environment to enhance their learning of English language, it was found that the students

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believed FB could be utilized as an online environment to facilitate the learning of English. Nevertheless, the authors' recommendation is that teachers or language instructors have to integrate FB as an educational project with pre- determined learning objectives and outcomes for the learning experience to be meaningful. Regarding this suggestion, the present research project has established clear objectives in order to describe how FB can mediate interaction among students and identify both the roles of the teacher and the students in such interactions, including students' perception of the use of FB for language learning.

Relevant results and important evidence of the using of FB in middle and higher education have been reported by several authors. For instance, an action research project was developed by Saylag (2012) with 47 EFL students in B2 level at Bahcesehir University in Istanbul, Turkey. The results of this study revealed that teachers' self-disclosure via Facebook enhanced students' motivation, empowerment, participation and their own self-disclosure competency in classroom environments. Whereas, a study reported by Aydin (2012), whose aim was to investigate the level of EFL learners' interactions with their teachers on social media, revealed that an ideal interaction with students on social networking sites is a gateway to social and cultural learning within a constructivist environment, improving language-learning experiences and learners' cognitive development. Besides, the researcher strongly recommends that teachers should further contribute to their students learning by connecting them with more knowledgeable others on social networking sites.

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On the other hand, an investigation conducted by Petrovic, Jeremic, Cirovic, Rudojicic and Milenkovic (2014) concluded that FB has showed to be a fun, interactive medium for learning, as it gives students a perfect nurturing environment for sharing data as well as getting useful peer-to-peer feedback. This study sought to evaluate the educational benefits of the increasingly popular Facebook, which plays an important role in students' social life as well as their academic life. Similarly, one conclusion of a study developed by Buga, Capeanata, Chirasnel and Popa (2014) showed that since using Facebook the foreign language class progressed towards an environment of genuine communication. From this point of view, the present study pretends to explore how a FB closed group can serve not only to promote social interaction, but also to foster peer interaction in the English language in a natural and spontaneous way.

More recently, some other researchers have realized how useful and efficient can result FB when using it to create virtual contexts in foreign language learning. Some findings of such studies are summarized in the following section.

The main objective of a study designed by Milosevic, Zivkovic, Arsic and Manasijevic (2015) was to examine the attitude of students towards Facebook as virtual classroom, through consideration of its acceptability level, purpose and education in using. This paper also showed how students used FB in order to improve education. In the same line, an EFL instructional course designed by Yen, Hou and Chang (2015) by integrating FB and Skype as platforms through which students perform role-playing based learning activities, was very successful since students could improve their speaking and writing

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skills. Besides, in a research conducted by Camus, Hurt, Larson and Prevost (2016), the authors realized that FB might represent a viable mechanism for educational information exchange and learning. Finally, one of the most recent studies concerning the use of FB was the one developed by Rodliyah (2016), who investigated how social media, in this case Facebook, could be incorporated in ELT through e-dialogue journal writing shared in a FB closed group. The findings indicated that the students responded positively to this activity and perceived improvement in their writing especially in vocabulary and grammar. Therefore, the present research project can become a great opportunity to realize the potential benefits of FB use for academic purposes.

Although the debate persists, concerning the advantages and disadvantages of using Facebook as a mediation tool for English learning, a number of studies and research projects on this topic continue to develop in the academic world, in order to discover alternatives to improve English as a foreign language teaching and learning through SNSs such as FB.

3. METHODOLOGY

The principles of qualitative research will be followed within the implementation stage of this study. Some of the major characteristics of qualitative research have been introduced by Creswell (2012) and can be summarized as follows: explore a problem and understand it in detailed, with a previous review of the literature to justify it; state the objectives and research questions in a general way, considering participants' experiences; collect data from a small number of individuals and analyze it through descriptive texts to interpret the findings' meanings; and finally, report the results using narration and flexible evaluation criteria, including the subjective researcher's point of view. Since the main goal of this investigation project is to observe and analyze what actually occurs in my English classroom, through a process of data collection, interpretation of findings and report the results in a descriptive, narrative way, the methodology of qualitative research seems to be the most suitable to conduct this study.

There is a variety of different approaches concerning qualitative research methods: grounded theory, ethnography, narrative, phenomenology and case study are the most commonly chosen by researchers. Considering the main characteristics of this project, However, other definitions indicate the degree of variation concerning the concept of case study, which has also been conceived as an 'in-depth, multi-faceted and very detailed' investigation of a single phenomenon, using the methodology of qualitative research (Feagin, Orum & Sjoberg, 1991). Finally, Anderson (1993) considers that case studies are focused on *how* and *why* things occur, trying to find the difference between what was planned before and what actually happened. From this point of view, the main purpose of a

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case study is not to make generalizations, but concentrate on a particular, specific unit of analysis. Therefore, in order to explore regarding the objectives, the procedures and the educative context, it can be perfectly classified as a case study.

3.1 Case study

One type of qualitative research is the case study methodology, even though this kind of research can include both quantitative analyses and historical data (Merriam, 2009). Since the early 80s, when this method became more popular among novice researchers, a variety of definitions have been introduced. For example, Yin (2008) states that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident”(p.40). This concept means that case study method can be the most suitable one when the focus is a real-world situation which will be analyzed and described in detail. Similarly, Creswell (2007) introduces the following definition:

A case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information*, and reports a case *description* and case-based themes. (p.73)

The two concepts stated above have been supported considering the unit of study, which means the case itself. Otherwise, this kind of investigation methodology may be also defined taking into account the final product of research. In this sense, Wolcott (as cited in Merriam, 2009) argues that it is “an end-product of field-oriented research” (p.36). he use

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of Facebook as a virtual space that mediates interaction among EFL students of seventh grade at Institución Educativa San Jorge, case study method was chosen.

Concerning the types of case study, a variety of classifications provided by different authors might be considered. According to its characteristics a case study may be particularistic, descriptive, or heuristic (Merriam, 2009). *Particularistic* when the focus is a particular situation, event, program or phenomenon. *Descriptive* when the end product of a is a rich, detailed description of the event. And *Heuristic*, when the case study allows the reader a deep understanding of the phenomenon under study. Besides, the same Merriam (2009) has found useful to differentiate case studies as *Historical*, which means that the phenomenon is investigated over a period of time, and *Observational*, when participant observation is the instrument selected to collect information.

From another point of view and according to the researcher's interest, case studies can be *intrinsic*, *instrumental*, and *collective* (Stake, 2005). Firstly, when the author is interested in the particular case itself, the case study is considered as *intrinsic*. Secondly, when the case plays a supportive role to facilitate a better understanding of the event, it is called *instrumental*. Finally, when a number of cases are studied to analyse a population or general condition, the case comes to be a *collective* one. Since this is a case of my particular interest, and the results of the real context phenomenon studied will be reported descriptively, the present project may be categorized as an intrinsic and descriptive case study.

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3.2 Participants and procedure

The individuals selected to be the center of this study are a group of seventh graders from Institución Educativa San Jorge, in Montelíbano (Córdoba). The participants are 33 students, 21 males and 12 females, with an average age of 13, 5 (ranging from 12 to 16 years). They belong to two different groups of Seventh Grade and accepted to be part of this study voluntarily.

Concerning the use of SNSs for educational purposes, Munoz and Towner (2009) have suggested some specific steps to construct a virtual classroom through Facebook, which appears to be quite appropriated for this case, although some adaptations shall be made. Therefore, the procedure will be developed as follows:

- The teacher-researcher will create a group in Facebook by using group tool.
- Once all the students have joined, the teacher will make the group private.
- Inside the group, the teacher will post discussions, topics, videos, pictures, links and other related items.
- Both the teacher and the students can invite 'guests' into the group, so that other experts could contribute to the discussion board. These guests may be other English teachers or native speakers.
- The teacher will make sure the students always respond to teacher's posts and give opinions. Since not all the students of seventh grade will join the FB group (it will

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be voluntary) the activities developed inside the group will not be graded. However, students' participation will be considered as extra points for the final assessment in each term.

- The teacher, with the students' participation, will create some communication rules, in order to build up a respectful atmosphere during interactions.

Considering the proposal stated above, the teacher created a Facebook group which have lasted for about four months. The students were invited to join the group and they were given a clear explanation about the purposes of this research. During this lapse of time, the teacher has acted like a FB contact for the students, an organizer and participant of a variety of activities in order to create a virtual space for them to meet and interact in the English language. Both the teacher and the students have published posts, pictures, videos about different topics and they have also proposed a number of activities (games, challenges, tasks) with the purpose of practice the written language.

3.3 Data collection instruments

One of the most remarkable features of case study research lies in the possibility of using multiple data sources. Among this diversity of data sources, some of the most useful are: questionnaires, structured interviews, documentation, archival records, physical artifacts, direct observations, and participant-observation (Baxter & Jack, 2008). When there is no need to observe behaviours or feelings, but the researcher is interested in knowing the participants' opinions or perceptions of the phenomenon, the interview may be the most suitable data collection instrument. According to De Marrais (as cited in Merriam,

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2009), an interview is “a process in which a researcher and a participant engage in a conversation focused on questions related to a research study” (p.87). Furthermore, concerning the types of interviews and according to the amount of structure desired, Merriam (2009) distinguishes between *highly structured/standardized, semistructured and unstructured/informal interviews*, ranging from the most rigid to the most flexible instrument. In semi-structured interviews, particularly, all the respondents are asked for specific information, the questions are more flexible worded and they have open-ended conversational formats, which allows the researcher to explore new issues and ideas (Merriam, 2009).

Therefore, decisions on the type of data collection instruments have been made keeping in mind the objectives of the study and the available resources of the chosen educational context. Considering all these aspects, questionnaires, semi-structured interviews, and document analysis have been selected as the most appropriated instruments for this case study. Firstly, a questionnaire will be designed to be solved by a sample of 32 students (a representative number of the 47 that have joined the group since it was opened), in order to identify the different activities that mediate interaction, determine the students’ and the teacher’s roles in those interactions, and explore the students’ perception of the use of a FB group for English learning. Secondly, a semi-structured interview will be responded by the students with the purpose of gathering information about the same aspects stated above. And finally, document analysis will be done by extracting some excerpts from the FB pages, with the aim of obtaining evidence of students and teacher’s participation and identify the nature of their interactions.

4. ANALYSIS OF FINDINGS

The analysis of the results of the present study was conducted taking into account the different types of data collection instruments that were applied and it will be reported in three stages. First, the analysis of the data gathered during the students' interviews will be introduced. These interviews were developed with the aim of identifying the participants' perceptions of the activities within the FB group, as well as their opinions about the roles of the teacher and the group members. Second, the analysis of the information taken from the questionnaires will be reported in order to know about the frequency of the FB actions and the students' feelings towards the group, as well as to find out evidence of their role. Finally, some excerpts extracted from the FB page will also be analyzed with the purpose of identifying the kind of interactions that had taken place inside the group and complementing the information gathered from the interviews and questionnaires.

According to the supporting theoretical background related to the use of FB for educational purposes in previous research, some **predetermined categories** could be established as follows: *promoting teacher-student interaction, students' involvement, peer interaction, and students' perception*. Similarly, considering all the information gathered through the various instruments, some other **emerging categories** were also identified: *learning enhancement tool, building autonomy, and teacher as feedback provider*. Both predetermined and emerging categories can be summarized and related to the objectives of this study through the following table:

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Objective	Pre-determined Categories	Emerging Categories
General: Explore the use of Facebook as a virtual space that mediates interaction among EFL students.	<i>1) Promoting social interaction.</i>	<i>5) Learning enhancement tool.</i>
<ul style="list-style-type: none"> Analyse FB activities that mediate interaction among students. Identify the teacher's role in the interaction using FB. Recognize the students' role in the interactions using FB. Identify the students' perception towards interaction using FB. 	<i>2) Students' involvement.</i>	
	<i>3) Peer interaction.</i>	<i>6) Teacher as a feedback provider.</i>
	Subcategories: <ul style="list-style-type: none"> <i>Active role</i> <i>Passive role</i> 	
	<i>4) Students' perception.</i>	<i>7) Building autonomy.</i>

Table 1. Categorization

4.1 Semi-structured Interviews

The interview was used to gather information regarding the participants' perceptions towards the FB group activities. Since the sample should not be made with the whole population, ten students were selected randomly, among the ones who firstly started to participate in the group, to answer the six questions that have been designed with this purpose (See Appendix A). These interviews were held totally in their native language (i.e., Spanish) with the aim of making the students feel as comfortable as possible and ensure the accuracy of the answers (Park & Son, 2009). This instrument was designed through questions that pointed to aspects such as students' feelings towards the activities developed in the FB group, levels and frequency of interaction and their perceptions of both students

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and teacher's role. Two teachers belonging the English Department of the school were asked by the researcher to guide the interviews.

Upon analyzing the different interviews the students went through about their experience with the Facebook group, the following categories resulted as very relevant:

1) Promoting social interaction.

The analysis of the students' answers concerning this category revealed that they consider the FB group has served to encourage teacher-student interaction, since they have found more opportunities to meet their teacher in a more relaxing atmosphere to express their opinions, ideas or simply to react to the different activities that the teacher organizes within the FB group. Students have passed from passive roles, such as reading their teacher comments and watching pictures or videos, to a more active role when they feel confident enough to write comments, upload their own photos and videos or participate in chats with the teacher. As stated by Lambic (2016) when reporting the findings of a research concerning this topic, "Facebook can be an important means of communication between students, and on the student-teacher relation as well" (p. 316)

This result is also congruent with some *levels of interaction* identified by Aydin (2014), in relation with the so-called *passive behaviours*, for example: reading posts, watching videos and viewing pictures; and *active behaviours*, such as writing comments, posting pictures or videos and chatting.

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2) *Students' involvement.*

The second pre-determined category refers to students' involvement in the FB group activities. Most of the interviewed agreed in stating that they found the activities in the group wall as very meaningful for them, thus they had the possibility of expressing their expectations in life (e.g, describing the house of their dreams), and to write about their likes and preferences (e.g, posting a picture and talking about what they do in their free time or describing their favorite famous character). According to different studies reported by Aydin (2014) and Bosch (2009) research has also demonstrated that student involvement and engagement may be increased when using Facebook. As also found in Kurtz (as cited in Rodliyah, 2016), a Facebook group is perceived as “a protected environment that fosters social learning processes while emphasizing learner involvement and active contribution as well as frequent interaction with peers and instructor” (p. 93).

3) *Peer interaction.*

Concerning the third pre-determined category, which refers to the way the FB group has served to promote peer interaction, students have pointed out that through this experience they have been able to share with their classmates outside of the classroom and they have assumed different roles within this participation. Similarly to the findings of the first category (related to teacher-student interaction), students have reacted positively in the sense that real and genuine interaction has been developed through the variety of actions undertaken. The same *active* and *passive behaviours* introduced by Aydin (2014) have been observed during peer-interactions, and these behaviours may be equivalent to the variety of students' roles in the present study. Similarly, according to Chen and Brown (as cited in

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Lin, V. et al., 2016), student-student interactions in virtual environments such as FB might lead to positive effects of authentic audience on increased motivation for EFL learners in achieving task-based learning.

4) Students' perception.

In this respect, a number of students who were interviewed have shown a positive attitude towards the different actions in the FB group. At the beginning of the project they seemed to be apprehensive and even some of them were reluctant to participate. This could be due to their limited writing skills, since they used to ask the teacher if she was planning to evaluate the activities in the group. However, as the teacher started posting pictures and videos, making comments and inviting students to participate spontaneously, they became more relaxed and stopped worrying about grades. Even though they were aware of their difficulties, some students decided to encourage other ones to undertake more active roles inside the FB group.

The students' answers concerning this topic match with the results arisen by Lambic (2016) who has suggested that the use of FB “enabled students to communicate more easily with their colleagues who at the time possessed a greater understanding of certain parts of the subject matter, which had a positive influence on their knowledge” (p. 318). Besides, findings reported by Rodliyah (2016) indicate that students have positive attitude towards joining a FB closed group to develop their writing skills through an interactive journal.

To summarize the findings related to these four predetermined categories, a description of such categories and some transcripts of the students' utterances arisen from the interviews are introduced in the following chart:

Category	Description	Utterances
<i>Promoting social interaction</i>	Active role (chatting) Students using the language to build social interaction with the teacher	En varias ocasiones he tenido la oportunidad de conversar con la profesora (en Inglés) porque a veces está activa y me pongo a chatear con ella y ella me pregunta como estoy y donde estoy y yo trato de contestarle.
<i>Students' involvement</i>	Students explaining how they like and enjoy the activities in the FB group, because they are meaningful for them.	Esteee, describir la casa de mis sueños... porque me parece que es muy bueno que uno vaya, esteee, creándose cosas en su mente, pensando en la casa de sus sueños, describiendo como la quiere tener, como quiere que sea y... decirlo en inglés... todavía me parece super chévere
<i>Peer-interaction</i>	Active role: Posting pictures. Commenting other classmates pictures. Passive role: Giving likes.	El grupo es muy bien, mis compañeros montan muchas fotos, yo también he montado algunas publicaciones, les comento, les doy me gusta y si, se siente chévere.
<i>Students' perception</i>	Students reporting a positive attitude towards the actions they have developed in the FB group.	No, hasta ahora me he sentido bien, esteee, con los compañeros, interactuando de lo que hemos visto acá en el colegio y lo que hemos visto en Facebook, o sea, participando, ehhhh, retándonos a ser mejores en esas cosas que la profesora nos ha dado.

Table 2. Predetermined categories in the interviews.

5) *Learning enhancement tool.*

The first emerging category, product of the information gathered not only in the interviews, but also in the questionnaires is related to the fact that the FB group has, in a certain manner, helped to improve the students' learning process, although this was not the

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pretended main objective. The students have revealed that the FB group has become a good opportunity to learn, since they have been able to communicate in the foreign language, despite their low level of performance in English. As previous research has found, “in a number of cases FB serves as an additional medium for learning, in addition to and as an extension of the classroom” (Asterhan & Rosenberg, 2015, p. 138).

6) Building autonomy.

Information provided by the students’ interviews also conducted to another emerging category: how encouraging learners to participate in the FB group might lead to the promotion of autonomy and initiative. Although the majority of the activities and tasks were proposed by the teacher, some students took the initiative to post videos, pictures and to share different kinds of English material with the group members in order to foster interaction. In fact, there was a point during the experience when the students were anxious to participate and they constantly asked the teacher if they could upload information in the FB group’s wall. These results are congruent with research about the use of Facebook to improve EFL students’ writing conducted by Rodliyah (2016), who argues that online interaction in social networks which makes emphasis on the role of communication and social contacts, may contribute to the development of autonomy among language learners.

7) Teacher as feedback provider.

The implementation of SNSs as virtual spaces to generate opportunities for language teaching and learning implies a change of perspective concerning the role of teachers and instructors, as suggested by Harmer (as cited in Aydin, 2014), who distinguishes between “different roles of EFL teachers regarding their interactions and

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communication with their students, these include the roles of controller, assessor, organizer, prompter, participant, resource, tutor and investigator” (p. 157). However, during the interviews, some participants agreed that the teacher, in her work as a controller, had been giving them valuable feedback at the moment they made grammar mistakes in their comments or postings. Besides, they stated it was a useful strategy from the tutor to correct them these types of errors, and that they all felt comfortable when being corrected.

The chart presented below contains a brief description and some of the participants’ arguments concerning these three emerging categories underlying the analyzed data.

Category	Description	Utterances
<i>Learning enhancement tool</i>	Students applying language content learned in class to communicate in the FB group	Pues que en la clase nos enseña algunas... algunos temas y allá nosotros los aplicamos. Ya nosotros como que escribimos lo que nosotros aprendemos en la clase. Bueno, yo me siento bien en el grupo porque en el grupo he aprendido mucho sobre lo de inglés, o sea, las cosas que dice la seño que hay que hacer, colocando las cosas que uno hace en su tiempo libre, o la casa de sus sueños, por eso me siento bien. Creo que ... me ha servido mucho.
<i>Building autonomy</i>	Participants taking the initiative to use the English language to interact in the group.	Pues he subido fotos deee... mis compañeros, lo que hago en mi tiempo libre, la casa... a veces publico algunas cosas que la profesora no me dice pero yo lo publico para... esteeee, para poder participar. Bueno, yo he desarrollado un video de... “there are y there is”, bueno y a través de ese video, esas actividades no las ha puesto la seño y con esas les he dado como un ejemplo a mis compañeros pa’ que vayan adelantando en las actividades pa’ que se lo vayan aprendiendo.
<i>Teacher as feedback provider</i>	Students describing how the teacher act	Que la profesora en clase nos trata de explicar y en clase es como más correcto estar con ella, en cambio en el grupo tu teee, teee equivocas y la

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as a supporter when she provides effective feedback for language using.	profe o los compañeros te están corrigiendo y... que la profesora se siente como mucho mejor en el grupo... no sé... le tenemos más confianza. No, muy bien porque estamos activos y nos ayudamos unos a otros cuando nos equivocamos, alguno le corrige o la profesora, ella misma nos corrige.
---	--

Table 3. Emerging categories in the interviews.

4.2 Questionnaires

This instrument was applied to 32 students from the 44 who belong to the Facebook group, with the purpose of obtaining information about the type of activities they use to interact and the frequency of their using, as well as identifying students and teacher's roles. A Facebook questionnaire adapted from Aydin (2012) with a Likert scale (1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, and 5. Always) as alternatives, was used as a model for these questionnaires with the previous authorization of the mentioned author. Some explanations were provided before the application of the questionnaires to ensure the respondents had a clear idea of the procedure and to guarantee the reliability of their responses (Asterhan & Rosenberg, 2015).

The first and second questions were related to the age and gender of the participants, which are ranged in the following table:

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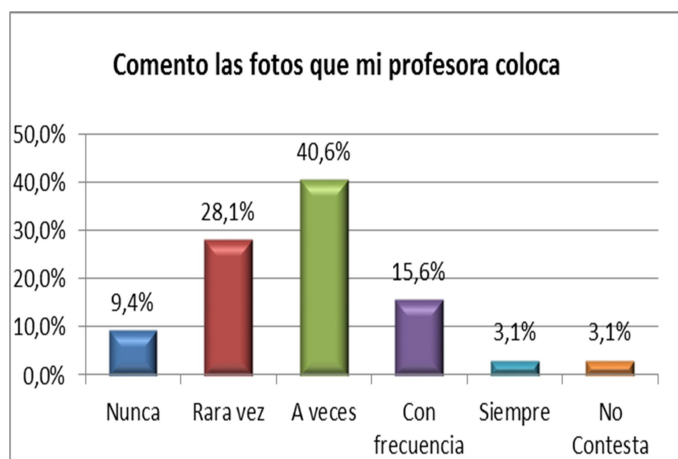
Age	12	13	14	15	16	Total
Male	6	5	3	2	1	17
Female	4	5	4	1	1	15
Total	10	10	7	3	2	32

Table 4. Range of participants' Ages

Moving on to the analysis, the next section will be devoted to the results of the questionnaires, according to the categories that have been previously identified. Therefore, the first groups of questions have been grouped considering the *predetermined categories* which correspond to the description and analysis in the following paragraphs.

1. Promoting social- interaction

Questions 3, 7 and 8 are grouped under this category. The first one is related to the frequency of students' comments on the teacher's posts:

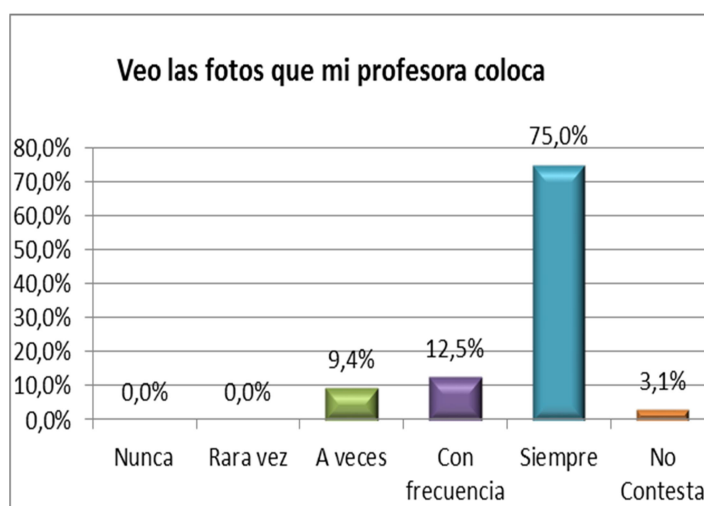


Results show that 40,6% of the students revealed that *sometimes* they make comments on their teacher photos, while 28,1% of them say that they *rarely* make this kind of comments.

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Therefore there is a significant percentage of students who feel confident enough to comment on their teacher's pictures, even though they might make spelling or grammar mistakes. This is a clear evidence of the *active role* some members decided to play inside the FB group. There is also a 9,4% of them who *never* make comments. Only one student (3,1%) recognizes that he or she *always* make comments and one student does not answer these item.

Concerning a more *passive role*, questions 7 and 8 show how often the participants watch the pictures and videos the teacher uploads on the group's wall.



As it is observable, the vast majority of the participants, this means 75% of them, recognize that they *always* look at the pictures the teacher post. While 12,2% of the members report that they *frequently* do this and just 9,4% state that they *sometimes* look at the photos. In this question there were no choices for *rarely* and *never*, and only one student did not answer. Even though this may be taken as a “passive” attitude of the students, it also demonstrates a positive students disposal towards the Facebook group activities and their awareness of the importance to participate.

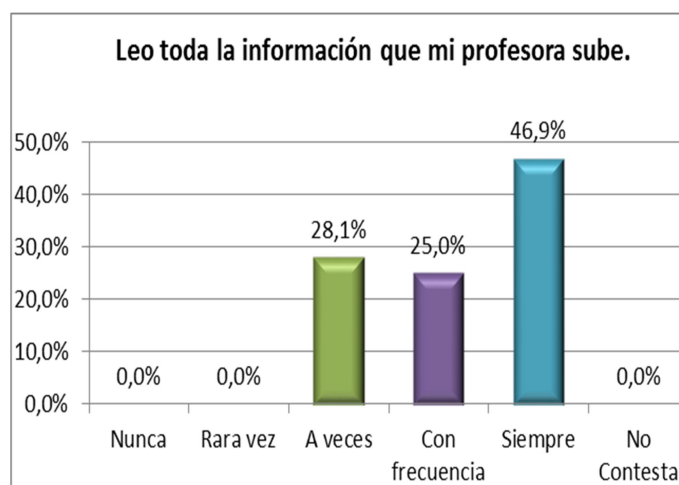
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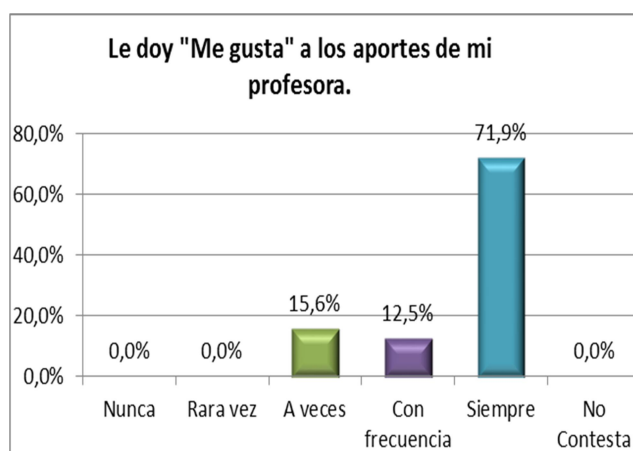
Similarly to the preceding question, most of the kids, this means a total of 56,3%, state that they *always* see the videos the teacher uploads. While 25% of them *sometimes* do this and 15,6% of them reveal that they *frequently* look at the visual material. Only 1 student reports that he or she *never* sees the videos and nobody selected the *rarely* option. These results show that students are really interested in the group actions and they are always expecting to watch news from it. Even though this may be perceived as a *passive behaviour*, it can be an indicator of the motivation and positive attitude of the students towards the FB group's actions. Concerning this aspect, recent studies found that college students spend more time observing profile content than doing actual posting (Pempek, as cited in Yang & Brown, 2013) and they check up on others at a higher frequency than sending private messages, for example (Junco, 2012).

Also related to this category, questions 15 and 21 refer to the frequency students read and give '*likes*' to the information and comments posted by the teacher.

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A total of 46,9% of the sample population state that they *always* read all the information the teacher uploads in the group, while 28,1% of them *sometimes* read and 25% *frequently* do this. In this question there were no choices for *rarely* and *never*, therefore most of them always pay attention to the teacher's posts. This result is very congruent with the one obtained in questions 7 and 8, since these teenagers accept that they are really concerned with the all the activities and information respecting the group, even though the action of just reading may be considered as a passive role.

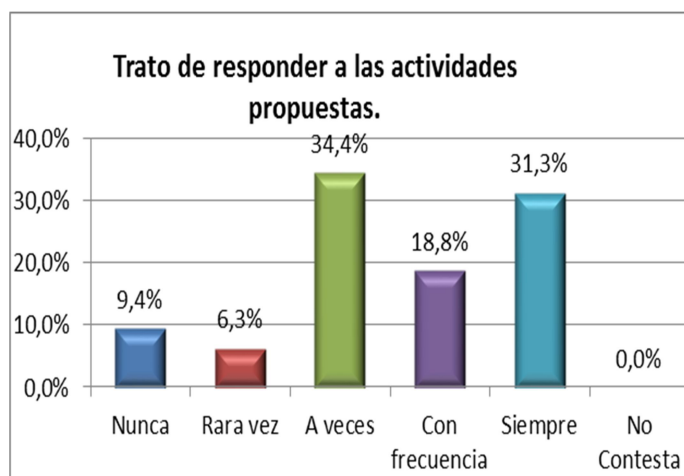


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Concerning the frequency of the students' giving *likes* to the teacher posts, the highest score goes for *always*, with 71,9% followed by *sometimes*, with 15,6%. Other 12,5% answered *frequently*. And nobody selected *rarely* nor *never*. Once again there is a clear evidence of the learners positive attitude towards the group activities and their willingness to interact and make part of this small language community. These findings are congruent with those of Saylag (2012) who has suggested that "Facebook in particular, has added a new dimension as to how teacher and students interact in the various relationships outside the classroom environment" (p. 681).

2. Students' involvement.

Regarding this category, question 5 points out students' attempts to respond to all the proposed activities in the group, while question 20 indicates how often the participants check other's postings.



Results show that the highest percent, that means 34,4% states that *sometimes* they try to answer to the proposed activities, while another important percent, 31,3%, reveal that

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they *always* do it. We also find that 18,8% of the participants report that they *frequently* have the intention to respond to the activities the teacher presents, while only 6,3% *rarely* responds to this action and 9,4% *never* do it. Thus it can be noticeable that most of the students attempt to develop the activities proposed on the group, which demonstrates their intention to interact even in this way.

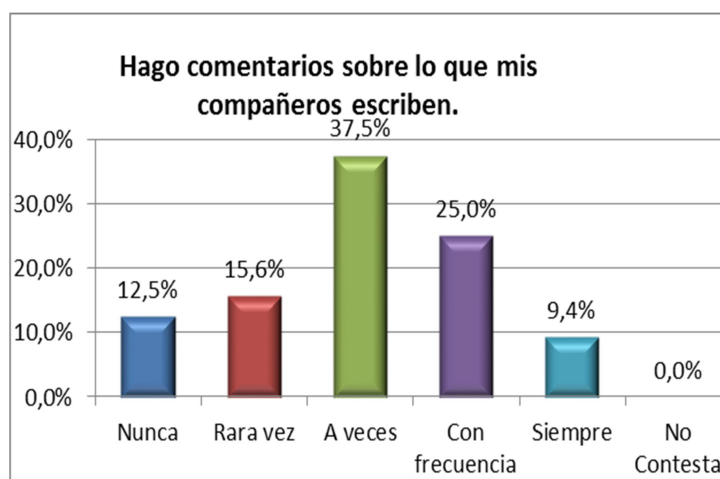


We have also found that most of the learners, this is 56,3%, state that they *always* check what the teacher or other partners post in the group wall. While 28,1% say that they *frequently* do this and 15,6% answer that *sometimes*. There are no choices for *rarely*, nor for *never* in this question. Probably this is due to the fact that the group members are really engaged in the activities and they always want to know what is the following action to undertake. These answers match with the results arisen by various researchers (Abdul, et al, 2013; Bosch, 2009; Junco, 2012) in regard to the possibility of promoting students' engagement through the using of FB for English learning.

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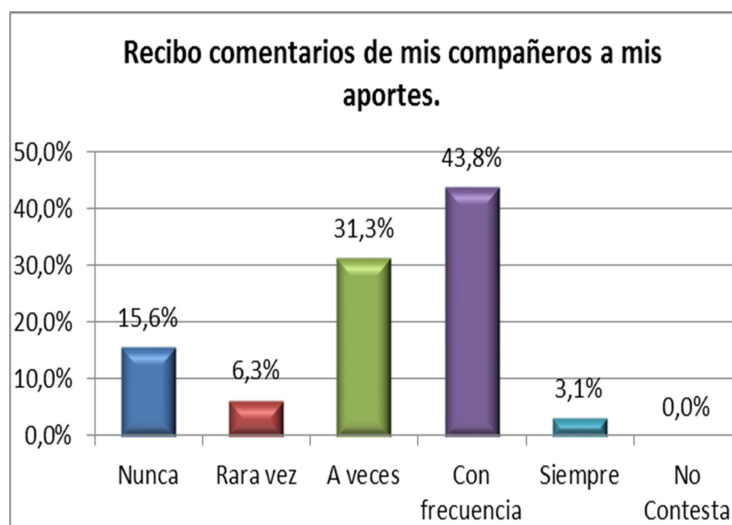
3. Peer Interaction

As evidence of students interaction, questions 6 and 12 show the frequency in which the group members play an active role making and receiving comments from their partners on their posts.



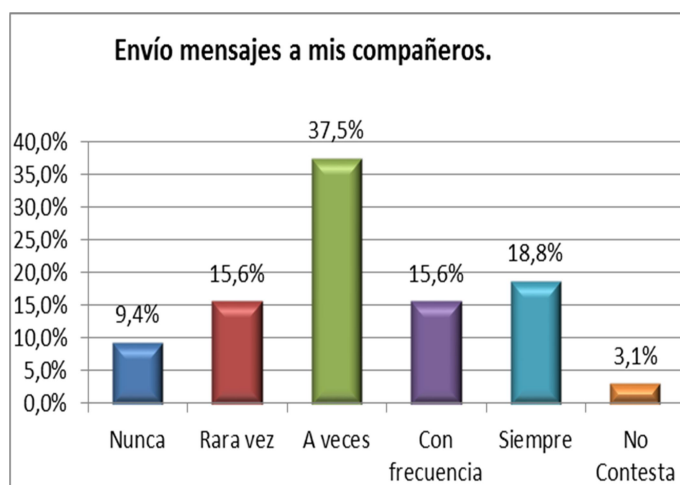
Concerning the set of questions related to peer-interaction, the highest rate goes for *sometimes*, with 37% of the sample population, followed by “*frequently*”, with 25% of them. The results also reveal that 9,4% of them report that they *always* make comments on their classmates writings. Just 15,6% of the participants *rarely* make comments and only 12,5% *never* do it. This percentages show that most of the teenagers (71,9%) try to write in English, despite their lack of vocabulary, and they try to make comments when another classmate write or post information on the group’s wall.

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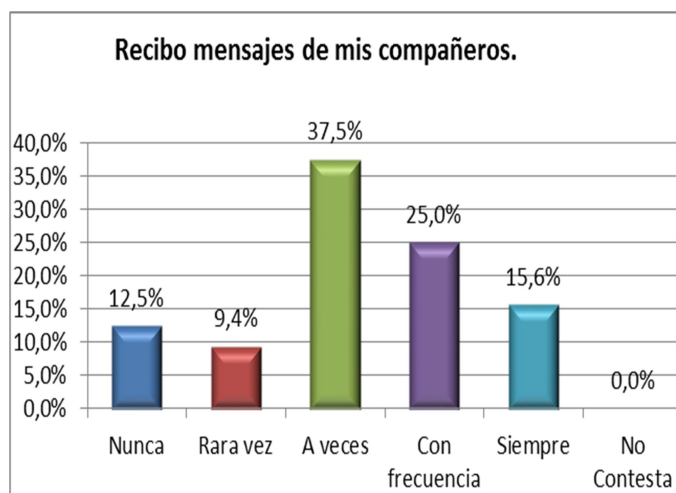


Closely related to question 11, the results of this one are quite similar: a high number of students, 43,8% of them, *frequently* receive comments from their classmates when they post something in the group wall, while 31,3% of them *sometimes* get friends comments. It is remarkable that one student reported that his/her posts were *always* commented by peers. And there were also a minimum percentage of *rarely* (6,3%) and *never* (15,6%) options selected. These results show the students real intention to participate by writing even a short comment on their classmates posts, making an effort to interact. Such findings are congruent with a study developed by Junco (2012), who argues that one of the most common activities on using FB involves *electronic interactions* with friends, such as posting, commenting or replying to messages. Similarly, Yang and Brown (2013) state that this type of FB interactions may be “public or private, creating a cadre of communication patterns that are the electronic equivalent of similar behaviors in face-to-face interactions” (p. 404). Also related to *peer interaction*, questions 13 and 14 report how often the group participants send or receive messages from other classmates:

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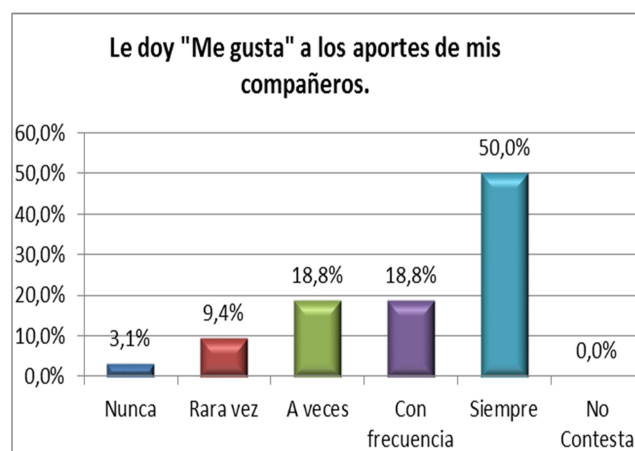
Concerning how often the members of the FB group send messages to their peers, the highest rate goes from *sometimes*, with 37,5% of the participants, followed by *always*, with 18,8% and *frequently*, with 15,6% of the sample. Other 15,6% of the students say they rarely send these messages, 9,4% never do this and just one student did not answer this question. This means at least more than a half of the students report that they regularly send messages to their partners through the Facebook group, which shows a clear intention to foster interaction among them.



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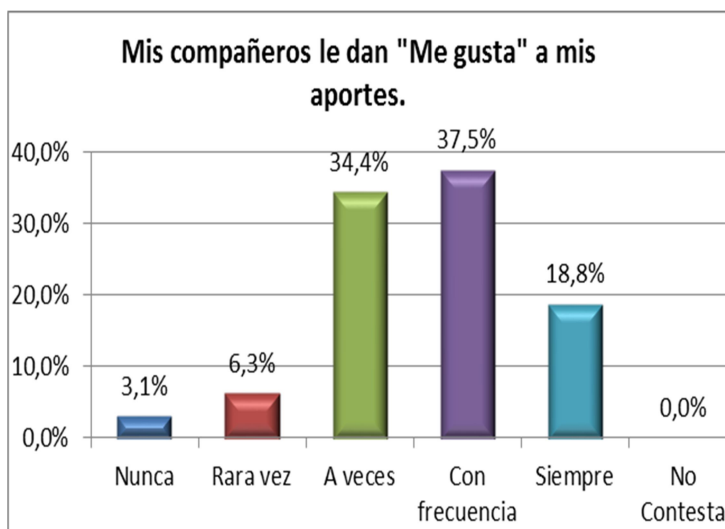
Results show that, as well as in the previous question, 37,5% of the sample population reveal that they *sometimes* receive messages from their partners, while 25% of them *frequently* are given messages, and 15,6% say that they *always* receive this type of feedback. Consequently, just 12,5% are *never* given feedback and only the rest 9,4% *rarely* receive messages. As it can be observed, there is a clear coincidence between the results of questions 13 and 14 in the sense that most of them regularly receive messages from both the teacher and their classmates within the group. All these ways of participating in the FB group show how peer-interaction occurs within the dynamic of the virtual environment. These results are coherent with the ideas depicted by Abdul, et al., (2013), who argue that FB has become a valuable social network that provides learners with a variety of opportunities to communicate, interact and collaborate among them, using features such as ‘wall’, ‘friends’, ‘like’, ‘unlike’, ‘comment’, ‘share photos’, ‘links’, ‘videos’, etc.

Respecting a more *passive role*, questions 22 and 24 indicate the frequency of students’ giving and receiving ‘*likes*’ to their friends’ postings:



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Similarly to question 21, 50% of the sample tell that they *always* click **like** on their peers posts, while 18,8% of them say that they *frequently* take this action and another 18,8% answer *sometimes*. Just 9,4% of them respond *rarely* and only 3,1% say *never*. This means that the vast majority of the participants intend to interact in such a ‘passive’ way, although they do not know what to write, by giving **likes** to their classmates’ posts and comments.



Following with the question if they receive **likes** from their group partners, 37,5% of the learners answered *frequently*, while 34,4% said *sometimes* and 18,8% stated that they *always* are given **likes**. Just 6,3% recognized that *rarely* receive this kind of feedback and only 3,1% (that means one student) chose *never*. When making a comparison between this one and question 11, it is observable that there was a difference among the kind of feedback provided by the teacher and the one provided by partners. However, receiving **likes** is a representative thermometer of our social interaction on FB. As a matter of fact, this kind of *passive interaction* may be equivalent to some *‘paralinguistic strategies’*,

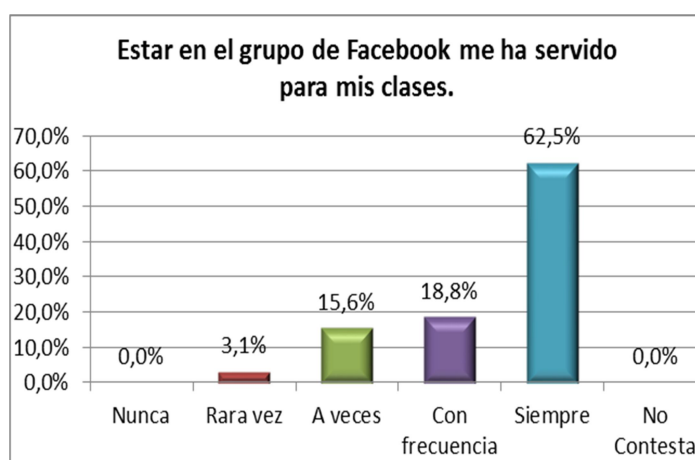
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identified by Halizah, et al (2012) which basically refer to all those ‘emoticons’, ‘pokes’ and ‘likes’ or ‘dislikes’ employed to enhance virtual interaction in SNSs.

Similarly to the interviews, some questions or groups of questions pointed out to the emerging categories that could be identified from the analysis of the information gathered, as the paragraphs above present.

4. *Learning enhancement tool.*

Concerning learning improvement, question 18 reports students’ perception of the FB group as an aid for English learning:



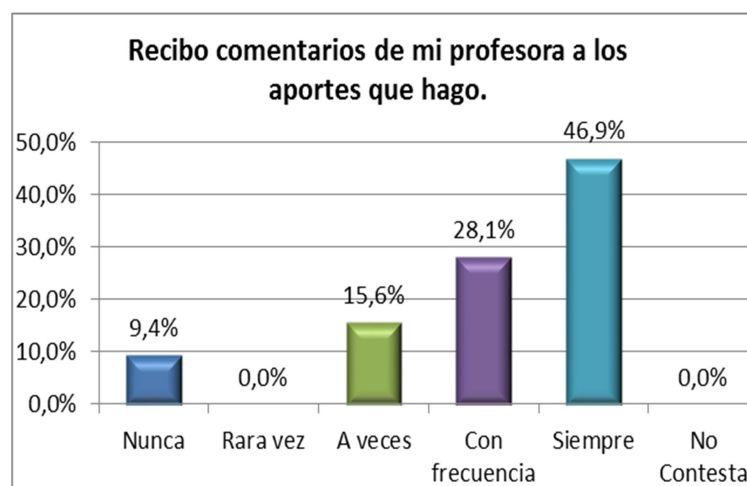
The majority of the students consider that being in the FB group has helped them for the English classes, since 62,5% chose *always*, while 18,8% selected *frequently* and 15,6% took the *sometimes* choice. Only one student answered *rarely* and none of them said *never*. This may suggest that the experience of being in the FB group has had a positive effect towards classroom mood and academic performance for the students, since they feel the activities developed in the group have been somehow useful for their further class participation. Definitely, these results support the idea that as platforms which offer some

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kind of non-classroom context, SNSs such as FB may allow great potential for language learning (Idris & Abdul, 2012).

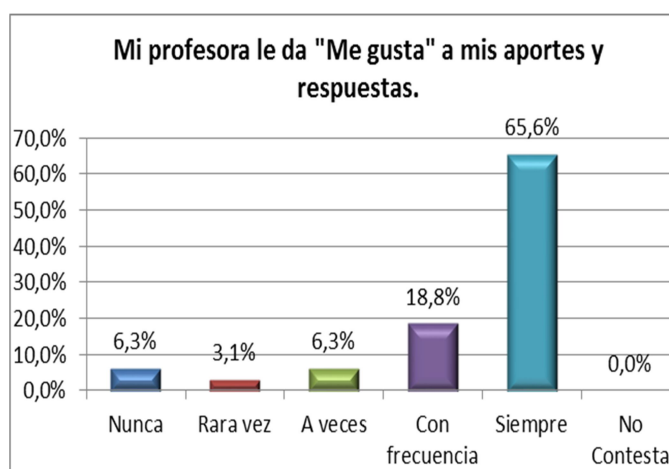
5. Teacher as feedback provider.

Regarding this emerging category, questions 11 and 23 refer to the frequency the teacher writes comments and gives ‘likes’ on her students’ publications:



A high percentage of the students, this is most of them, answered that they receive comments from their teacher on their posts: 46,9% of them chose *always* and 28,1% of them chose *frequently*, which sums a 75% of the total sample. Only 15,6% of them say that *sometimes* they receive comments and just 9,4% *never* get them. There was no choice for *rarely*. This finding gives reason of the teacher’s role inside the group, always supporting and fostering students participation along all the activities and interactions proposed.

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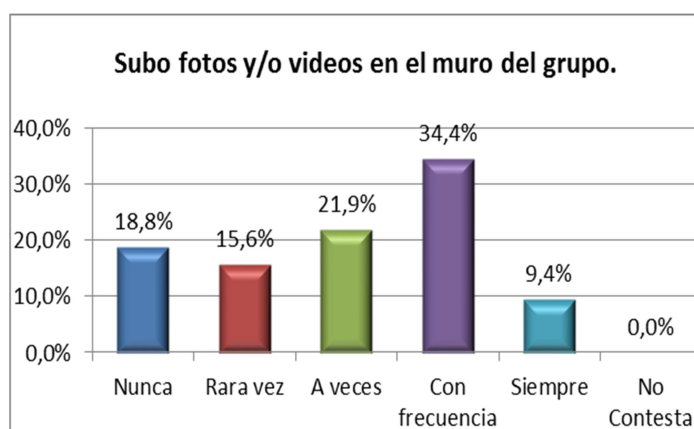


Results indicate that a number of students, this is 65,6% of them, stated that they *always* receive **likes** from the teacher. Whereas 18,8% reported *frequently* and 6,3% told that *sometimes*. Only 6,3% answered *never* and 3,1% responded *rarely*. Closely related to question number 11, these findings demonstrate that the teacher has been providing important feedback and support to enhance students' participation. As stated by Aydin (2014) in previous research, "teachers control what students do and what language they use, whereas *they give feedback and correct mistakes as assessors*" (p.157). Nevertheless, the teacher in the FB group has also been a "friend", an organizer, a guide, and a participant within the different activities.

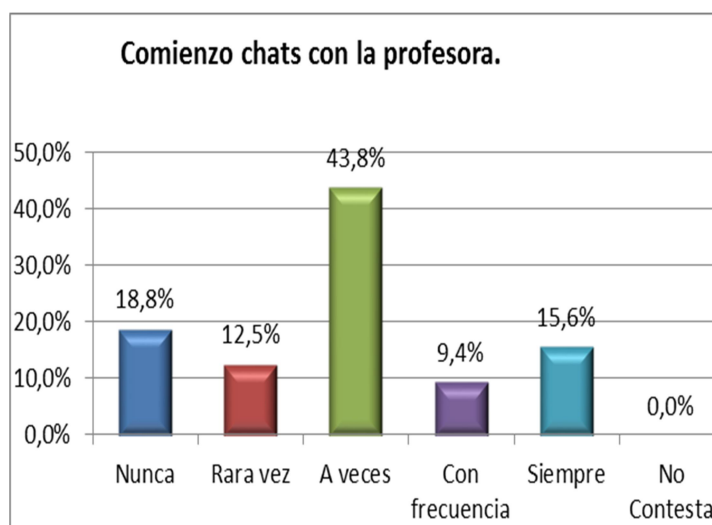
6. *Building autonomy.*

Finally, concerning the last emerging category, questions 4, 9 and 16 show evidence of how often students make the decision of uploading information by themselves and also the frequency of their starting chats and conversations with their peers and teacher.

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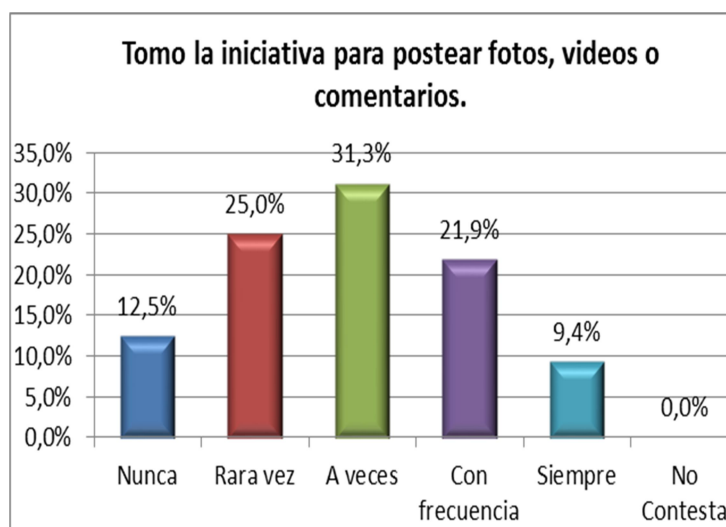
A total of 34,4 of the learners revealed that they *frequently* upload pictures or videos on the group's wall, while 21,9 percent of them *sometimes* do this. On the other hand, 9% of them report that they *always* post pictures or videos, whereas only 15,6% of them *rarely* put this in practice. Just 18,8 of them report that they *never* take this action. This show that there is an increasing intention of the students to participate in the group through postings by their own.



In relation to this topic, results indicate that 43% of the students *sometimes* start chats with the teacher, while 15,6% of them *always* take this initiative and 9,4% also do this *frequently*. On the opposite side, just 18,8% of them *never* start chatting with the

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teacher and just 12,5% of them state that they *rarely* take this action. Therefore, these findings reveal a significant attempt from the students to take the initiative and promote interaction, although they do not seem to have proficient writing skills.



Finally, results indicate that 31,3% of the students *sometimes* take the initiative to post pictures, videos or comments, while 21,9% of them *frequently* develop this action and 9,4% of them *always* do it. The minority of the sample population answered negatively to this question, since 25% of the students *rarely* act by their own and the rest 12,5% *never* do it. These findings suggest that despite their lack of English proficiency, a significant number of participants try to begin interaction among the FB group. Besides, since the creation of the online group, an increase on students' participation has been noticeable, as they have been engaged in the development of the various activities in a more enthusiastic mood. As stated by Leis (2014), "using a SNS, regardless of whether that is Twitter, Facebook or any other system, in an EFL class may be more successful in creating

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autonomous students who have both high and low confidence in their English proficiency” (p.75).

Regarding this relevant category, equivalent findings were reported by a study conducted by Idris & Abdul (2012) whose objective was to explore the discourse on SNSs such as FB in Malaysia, a context with similar characteristics to those of the Colombian setting, where “the reduction in the amount of exposure to English for students has led to the declining standard of English language... and one of the factors that might contribute to the low standard of English is the lack of exposure to the language due to limited opportunity to use English outside the classroom” (p. 62). In a similar way, the participants in this study were engaged in a social interaction through this kind of *virtual* community in the FB group as an opportunity to practice and enhance their language performance.

4.3 Document analysis

In this section, the actual interactions extracted from the FB page will be analyzed in depth, in order to identify the activities that promote this type of interaction, as well as to know the different roles of both students and teachers and the perception that the former have with respect to the FB group. From the time this group was created, the members have had the opportunity to participate freely in various ways: posting pictures or videos on the group’s wall, writing comments on the teacher or other classmates publications, writing messages, getting into the group chat that has always been opened, or simply watching and reading all the postings. The teacher-researcher took a number of ‘screenshots’ from the Facebook group page as well as from the internal message tray, in order to identify those

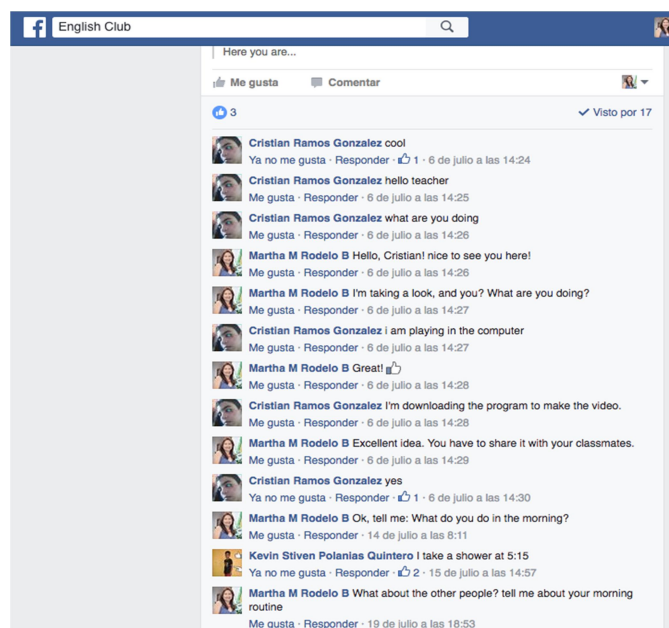
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that contained different types of interaction to be described and analyzed according to some of the predetermined and emerging categories.

1) Promoting social interaction

Some evidence of this category appeared in the comments under the students' postings, as shown in Excerpt 1, where it can be noticeable the conversation between the teacher and one member of the group about the image he had uploaded. In this first activity, the participants were assigned by the teacher to post a picture to answer the question: "*What do yo do in your free time?*". Therefore, they could upload a photo from his or her own FB profile where they were supposed to be doing something in their free time, alone or with other people, and next, then a short paragraph describing the hobby will be added. As a result, most of the members posted pictures doing different leisure time activities: playing on the computer, playing soccer, going to the park, hanging out with friends or family, etc. At this point, it is important to state that all the activities proposed by the teacher to be developed in the FB group were closely related to the content matter introduced in the Lesson Plan for Seventh Grade.

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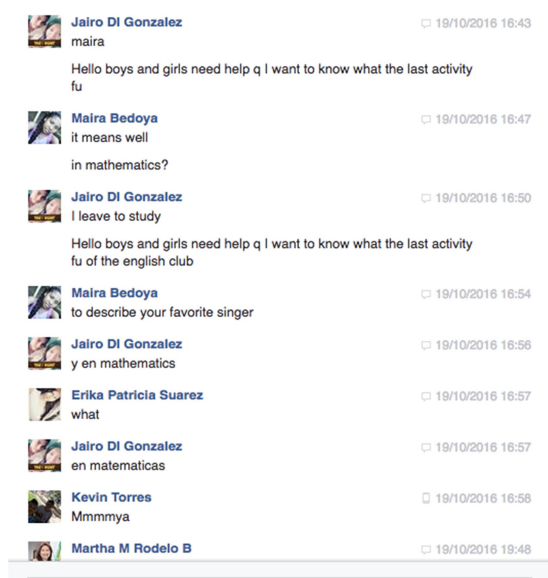
Excerpt 1

As it can be observable, the participant has noticed that the teacher is ‘on line’ and he takes the initiative to greet her, asking “hello teacher”...“what are you doing?”. Then the teacher answers him and this may generate a brief but really genuine dialogue in real time, which might convey not only online interaction, but also a possibility for the learner to build autonomy, since he decides to start the conversation. Despite his lack of English proficiency in the English language, the participant seems to be confident enough to begin the short exchange of information with his teacher, and makes his best effort to communicate. This finding is consistent with that obtained by Abdul, et al (2013) regarding EFL students engagement and interaction through postings and comments within a classroom research on FB usage. Similarly, in this case, the participants could use the English language in an authentic and personalized context, through online activities that provided them with opportunities to express their ideas, feelings, and opinions.

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2) *Peer interaction*

One of the most relevant results of this case study has to do with students interaction through the FB group chat. Although these seventh graders are conscious of their limited language proficiency, this is not an impediment for them to try to communicate using the English language. As shown in Excerpt 2, four of the group participants are engaged in a real, authentic conversation in the chat, where one of them is asking about the last activity the teacher posted and next he asks about a Math assessment. This type of interaction reflects the authentic language use (even with some mistakes) that may arise when the necessity of real communication takes place. Similar findings were obtained in a study developed by Lin, V., et al (2016) about participants' experiences and interactions on a FB group in an EFL class in Taiwan.



Excerpt 2

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3) *Students' involvement.*

Concerning this third category, the findings show that the group members were involved in a task that gave them the possibility of expressing their own feelings and future plans. In this occasion, the activity consisted of presenting the “*house of their dreams*”. The participants were invited to upload a picture of a house where they would like to live in the future and write a description of the parts of the house and its furniture. As shown in Excerpts 3 and 4, this activity became a great opportunity for the students to talk about their expectancies in life since they felt really involved in the task of looking for a suitable picture that represented the house they would like to have. Some of them, for example, uploaded pictures of very comfortable and luxurious houses, with swimming pool, garage and beautiful gardens, with more than five bedrooms, gym and balconies. It was, therefore, a possibility for the participants to tell their partners and teacher about their life projects, using the English language in a meaningful and realistic way.



Excerpt 4



Excerpt 3

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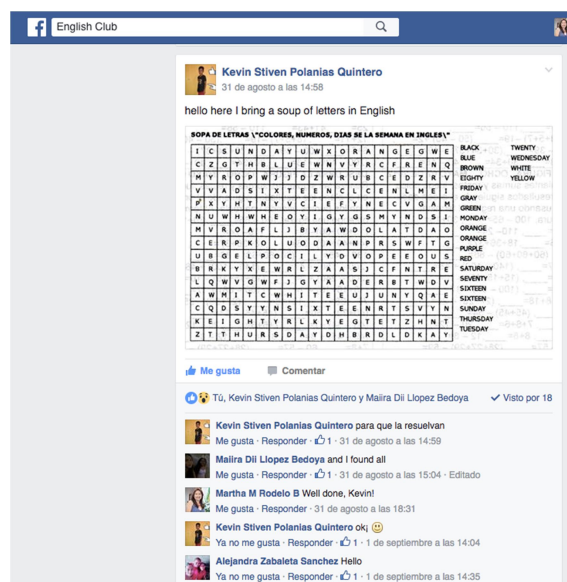
4) *Building students' autonomy.*

This category, which is related to the possibility of the learners to take the initiative and begin interactions, can be reflected in Excerpts 5 and 6 that demonstrate the participants' efforts to practice the English language and personal decision to play and active role in the group development, through their attempts to communicate in a genuine way. Excerpt 5, for example, corresponds to a contribution of one group member, who makes a posting by himself. He uploads what he calls: "a soup of letters", which is a literal translation from spanish of the word *puzzle*. The puzzle contains some words related to colors, adjectives and cardinal numbers, and he invites the other members of the group to solve it. However, he makes use of the mother language when says: "para que la resuelvan", this show a clear intention to participate, even though he does not know how to give the correct instructions in English, or he has forgotten the word "puzzle" that he is supposed to already know. Anyhow, he receives motivating feedback from the teacher who writes a comment saying: "*Well done, ...*". And finally he replies with an "*O.k*" and a happy face emoticon.

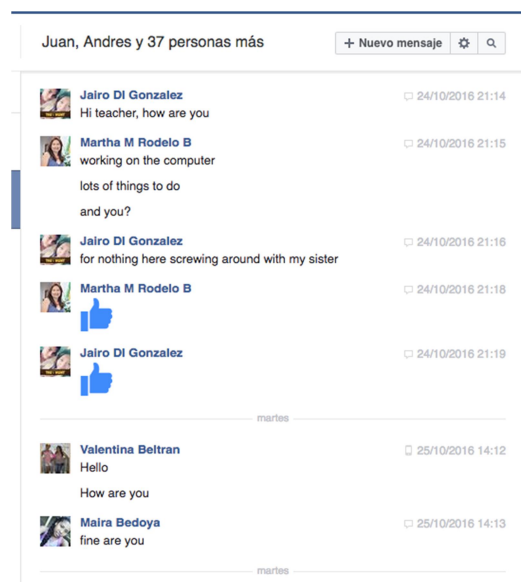
Another finding related to *building autonomy* may be observed in Excerpt 6, which was taken from a short interaction in the group's chat. In this case, the participant takes the decision of starting the conversation saying the teacher: "Hello, teacher, how are you?" and the teacher responds with a brief comment. This evidence of interaction in the chat is quite different from the one presented in Excerpt 1 which took place in the group's wall. In this case, it is possible that students feel more confident to greet and start conversations in the space of the chat which may be more private than the wall. As stated by Rodliyah (2016),

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online interaction in SNSs such as FB, which foster communication and social contacts, can help to develop autonomy among language learners.



Excerpt 6



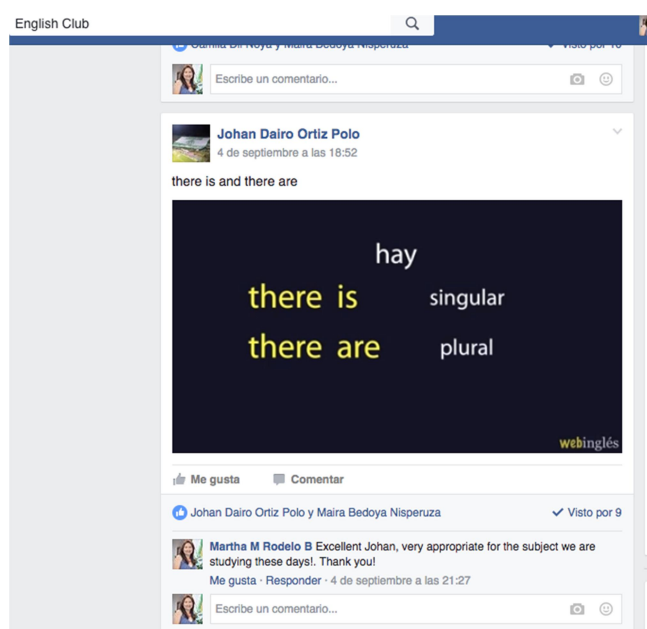
Excerpt 5

5) Learning enhancement tool.

Regarding the emergent category of *FB as a learning enhancement tool*, Excerpt 7 shows the contribution of one participant who decided to upload a video about “*there is and there are*”. By that time, English classes had been devoted to the learning and practice of this structure, in order to teach the students how to describe places and express existence. The kids had been engaged in some class activities related to the use of *there is* and *there are*, so this student decided to share a video he had found on the web with the FB group in order to help their friends to understand the topic. At this point, some of the participants also recognized that the video was helpful for them to understand the mentioned content of

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grammar. Thus, the potential of FB groups in enhancing students' learning in various contexts has been believed by researchers such as Abdul, et al. (2013) and Lantz-Anderson, et al. (2013), who agree in stating that this SNSs could serve as extended spaces for language learning activities when implemented in school practices. Concerning the grammar structure, as it can be observed in the excerpts, students were supposed to use the language they were learning in the classroom, but obviously, some of their utterances reflected a genuine and spontaneous use of the language.



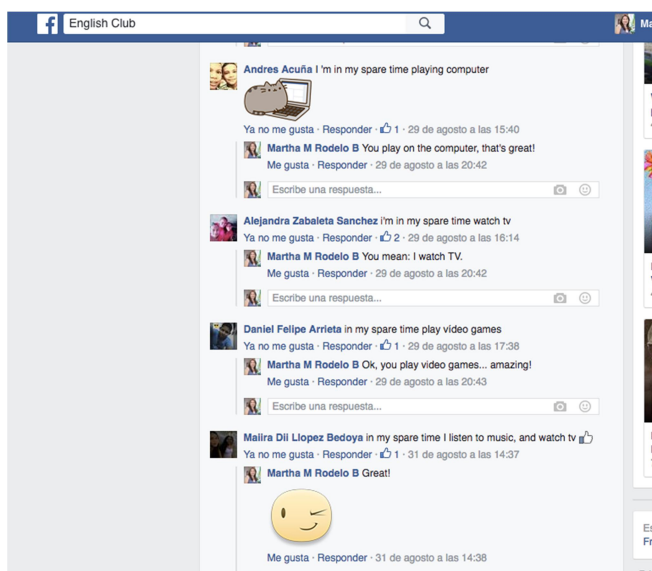
Excerpt 7

5) Teacher as feedback provider.

To finish this analysis section, there are also important findings related to the other emergent category concerning the teacher's role. She starts acting like a *feedback provider*, when correcting grammar mistakes as she realizes the participants are making errors, since

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she thinks it is a way to improve their accuracy in language learning. As shown in Excerpt 8, where some students are involved in the action of talking about their leisure time common activities, and they make some grammar mistakes concerning the verbal tense and other spelling errors, the teacher answers repeating the comment with the corrections, with the objective of make them aware of this aspect. For example, one participant writes: *"in my spare time playing computer"*, so the teacher comments: *"**You** play on the computer..."*, adding the pronoun and correcting the verb tense. In the following lines, the interaction continues and other student says: *"i'm in my spare time watch TV"*, and the teacher responds: *"You mean: **I watch TV**"*, trying to make emphasis in the use of the capital letter for the first person pronoun and correcting also the word order. These results are congruent with those of various researchers in respect of the teacher role as feedback provider when he or she engages in correcting the mistakes students make during this type of virtual interaction (Bosch, 2009; Aydin, 2014; Junco, 2012).



Excerpt 8

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This last excerpt (8) also shows the participants' use of emoticons to complement or enrich their written utterances. In this opportunity, the student uses an emoticon of a mouse with a computer to illustrate his answer to the activities about reporting his hobbies, and at the end of this fragment, the teacher also makes use of a happy face emoticon as a sign of feedback providing. Notice the 'happy face' next to the "*Great*", the teacher gives to another participant after her contribution. This finding is also consistent with that already mentioned about *paralinguistic strategies* introduced by Halizah, et al. (2012), that refers to all those non-verbal items people use in virtual environments to communicate their ideas, opinions or feelings (e.g emoticons, gifts, likes, images, etc.).

Through this section, evidence from FB interaction has been presented and analyzed as valuable information to support the most relevant arguments regarding the use of this SNS for educational purposes.

5. DISCUSSION

The EFL students in this study provided a useful view of how the use of FB mediate interaction among them outside the classroom. The qualitative analysis of the EFL learners' opinions and responses in both the interviews and the questionnaires, as well as the posted exchanges and comments in the different activities within the FB group page, revealed that this SNS has a great potential not only to promote social interaction but also to foster English language practice when used for educational purposes. This is in line with the Adris and Abdul's (2012) study that reveals that FB users engage in a social interaction which leads to construction of knowledge. Besides, the findings of this research support the claim that FB can be used as an additional platform in terms of English language usage (Abdul, et al., 2013; Lambic, 2016; Lin, et al., 2016). Discussion of such findings will be done based on the research questions in the following section where each previously stated objective will be answered.

1) Response to question: What kind of FB activities mediate interaction among students?

In terms of activities, the participants felt that the FB group's variety of actions helped them interact in the English language, in spite of their limited proficiency level. There were mainly two kinds of interactions: teacher-student interaction and peer-interaction. Most of these interactions were initiated by the teacher, but in various opportunities students took the initiative to start chats and write internal messages. In the first case, the FB group provided learners with the opportunity to interact with their teacher in a more relaxed atmosphere, leaving aside the formality and strictness of the classroom. Sometimes the conversation topic was related to the class content, but in other occasions

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interactions were related to common aspects of the daily life of students and they produced spontaneous, genuine dialogues. During the interviews, the participants reported having felt comfortable to have the teacher as a “friend” in the FB page and this contributed to build enough confidence for them to try to communicate their thoughts, opinions and feelings in the L2.

These findings confirm previous findings obtained by Rodliyah (2016) as the researcher realized that “using Facebook for learning is in accordance with the social constructivism paradigm, which emphasizes *social interaction*, since it enables synchronous and asynchronous interactions and information sharing (statuses), such as links, videos, surveys, files, texts, and photos” (p.85). In addition to these actions, naturally inherent to FB using, the teacher was concerned to encourage interaction through other kind of activities related to language practice, in order to provide the participants with a variety of possibilities to use English in an authentic and meaningful form. In this way, the students reported great engagement when describing the “house of their dreams”, talking about their leisure time activities or sharing pictures of their favorite famous characters.

2) Response to question: What is the students' perception towards interaction activities using FB?

Regarding the second research question, it is revealed that most of the participants reported a positive attitude towards the activities of the FB group. Results of the questionnaires as well as the interviews showed evidence of a high level of students' engagement in the development of the different activities. During the interviews, for

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example, the majority of the students agreed that they felt very comfortable with the FB group and that, everyday, they tried to participate more actively in the page. Information gathered from the page excerpts also demonstrated the positive reaction from the learners towards other people comments and postings, and they also expressed their gratitude to the teacher for sharing her knowledge and experiences with them through the group's activities.

Similarly, the majority of the participants in the study expressed their positive perception of the effectiveness of this FB group in promoting interaction and enhancing learning. Considering that participation as a member of the group was voluntary and those who had a profile on Facebook with parents' permission could make part of it, initially the group was created with 33 members. However, as the other students who did not belong to the group because they did not have a facebook profile started to know about the activities of the page, they began asking the teacher if they could join the Fb group. Consequently, at this moment the group is conformed by 44 members. These results are congruent with those of Abdul, Saeed and Ahmad (2013), who state that "the potential of FB groups in enhancing students' learning in various contexts has been believed by researchers as such online FB communities can empower students with opportunity to link what is taught at school to use it in an authentic and personalized context" (p. 192).

3) Response to question: What is the student's role in the interaction using FB?

The findings also indicate that in both teacher-student interaction and peer-interaction students chose those, already mentioned, *active* or *passive behaviours*, terms introduced by Aydin (2014). Similarly, the results of the present study showed that some

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students decided to play an *active role*, related to actions such as sending messages, starting chats, writing comments, and posting pictures, links or videos. While some other participants preferred to act in a more *passive role*, since they were limited to read other's posts and comments, view photos, watch videos, or simply check information within the group's wall. This last type of FB activities coincide with the so-called *voyeuristic practices* (e.g., "checked out people's walls without leaving a message," "checked out news feed") identified by Yang and Brown (2013) in a similar study about motives and patterns of FB activities in college students. There are no clear reasons why the participants in this study decided to take a passive or an active role, however, this could be probably related to their level of English proficiency.

Nevertheless, limitations in their writing abilities were not impediment for the students to interact and try to communicate in the L2. These findings are in accordance with those of Lampe, Wohn, Vitak, Ellison and Wash (2011) who have come to valuable conclusions regarding the benefits of using SNSs as learning environments for collaborative and interactive learning. For these authors, "FB is another informal system equipped with tools designed for *social interaction* that students are re-appropriating for learning purposes" (p.188).

Other important finding regarding student's role is closely related with the possibility of building autonomy through FB interactions. Evidence from the questionnaires and the interviews and also from the data gathered during document collection indicates that in various occasions some members of the FB group decided to take the initiative to

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start chats with their teacher and partners, as well as to upload postings, pictures, videos or other type of information they considered relevant for the page.

Traditionally, in any language teaching and learning process, teachers are the actors in charge of start classroom interaction, and to induce the students' response for language production (IRE/F model by Sinclair & Coulthard, 1975). However, more recent proposals suggest the student can also act as initiator, when he or she is the person who decides to begin interaction in an effort to communicate effectively in the L2. In this respect, Foroutan, Noordin, and Gani (as cited in Rodliyah, 2016) have suggested "Online interaction in CMC along with the constructivist principles, which emphasize the role of communication and social contacts, are important factors in developing *autonomy* among language learners" (p.89). Therefore, FB group's interactions may provide a suitable environment, outside from the formality of the English classroom, for the students to feel capable of start language production and try to express their thoughts, opinions and feelings in the L2.

4) Response to question: What's the teacher's role in the interaction activities using FB?

Since the creation of the FB group the teacher-researcher acted as an organizer of a number of activities to promote interaction among her students. Firstly, the teacher invited the students to join the FB group, telling them about the necessity to have a space, different from the classroom, to practice the English language. Next, she added the students who voluntarily wanted to be part of this group and established with them a set of rules for its management. The teacher also acted as a model, since she was the person who first began

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posting pictures and making comments, as well as uploading information in English to promote virtual interaction. In this way, the teacher used to introduced each activity with an example from their own experience or personal life for the students to follow.

However, data analysis of the different instruments that were applied revealed that the students' perception of the teacher's role was basically that of a feedback provider, since the participants agreed that the teacher reacted to their posts and comments making spelling and grammar corrections, although this was not her unique work. The participants also reported that they felt comfortable because the teacher always was writing positive comments on their publications, giving likes to their pictures and videos and motivating them to participate in the group's activities, situation that also reinforced teacher-students relationship in the English classroom. These results are in line with a study developed by Asterhan and Rosenberg (2015) whose findings show that teachers who keep FB contact with their secondary school students report that there has been an improvement in their relationships and a positive impact on the class environment has been achieved.

To finish this section, the figure below introduces some of the roles that may be played by teacher and students through FB interactions:

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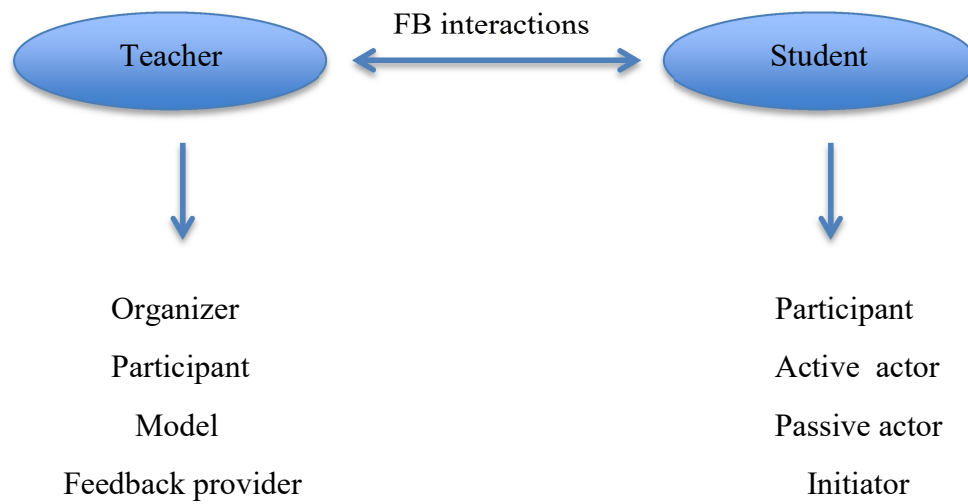


Figure 3. Teacher and students' roles in FB interactions.

6. CONCLUSIONS

New technologies such as Facebook might allow a variety of possibilities to mediate interaction among teachers and students in a space different from the English classroom. This great potential of the using of FB for educational purposes, not only for college but also for highschool students, has been focus of recent language research.

The central objective of this qualitative study was to explore how the use of FB mediate interaction among EFL students in Colombia. In order to achieve this goal some research questions were posed, concerning the most relevant features of this endeavour such as the type of activities that promote interaction, the learners' perceptions of the mentioned activities, and both the teacher and the students' roles in the development of these interactions. The methodology of a case study was selected and a high amount of information was gathered through different kinds of instruments.

An extensive review of the existing literature allowed us to gain valuable insights about the use of Social Networking Sites for educational purposes. Among these SNSs, the potential of using Facebook for language learning has become one of the most addressed, due to the increase popularity of this social network among students and its growing use for middle and superior education. Several researchers have developed a number of studies in approaching the different theories related to our central topic, some of which may be mentioned as follows: Computer Assisted Language Learning (CALL), Levy (1997); Mobile Learning, Stockwell (2016); Social Networking Sites (SNSs), Boyd and Ellison (2007); Facebook for English language learning, Bosch (2009), Camus, et al., (2010); Students perception, Picciano (2008); Mediations, Lantolf and Thorne (2006), Vygotsky

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(1978); Interaction for language learning, Herazo and Donato (2012); Interaction in SNSs such as FB, Aydin, (2013) and Junco (2012).

The findings provided evidence of the interactive nature of a FB closed group that assisted the EFL students to be actively involved in meaningful and authentic activities which promoted social interaction as well as enhanced English learning. Similarly, other language researchers have found evidence that a FB closed group can be adopted not only to mediate students' interaction with their peers and teachers in a more meaningful way, but also to build better relationships and collaborate in the construction of knowledge (Asterhan & Rosenberg, 2015; Lambic, 2016; Rodliyah, 2016; Saylag, 2012).

Therefore, this study contributes to the academic community by providing an extensive description and analysis of how a FB group promotes interaction among highschool students. Besides, it is a point of departure for further research in Colombian educational context, where there is a lack of investigation regarding the use of SNSs such as FB for instructional purposes. Nevertheless, as educators or as researchers, English teachers must prepare ourselves to face the challenge of being up to the pace of advances in technology and social media to put these at the service of education and take advantage of their potential. Moreover, teacher's role as facilitator is essential to ensure that the use of social media will bring out successful results when being implemented as supporting environment for English teaching and learning.

This study had some limitations due to its short time and limited number of members participating in the FB group. One of the constraints was that the results reported in this study focused on the seventh grade students' perspective. Further research should

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consider also students of higher levels and teachers' view, in order to gain more valuable and complete insights. Another limitation was related to the fact that some students chose to play "passive roles", only watching or reading through the FB group's wall, maybe because their low confidence in their proficiency level. Besides, ethical issues concerning the age of students, all of them adolescents (>16 yrs old) who, according to Asterhan and Rosenberg (2015) "should be allowed to give consent to participate in research through commercial portals such as FB, and should therefore not be categorized as children for regulatory purposes" (p.146). That is the reason why, for students to participate in this study, parents' authorization was required and the learners' names were omitted in the findings reports. In addition, it would also be interesting to compare the frequency and the quality in the interventions of boys and girls, in order to see who participated more and more effectively, for example.

Finally, we can conclude that one of the main educational benefits of using FB for English learning is that it may provide learners with more opportunities to interact. Therefore, it is convenient that EFL teachers and school administrators can incorporate SNSs such as FB in their curriculum, since social media has come to play an important role in highschool and college students' daily lives (Lin, et al., 2016). Moreover, a new language-learning space with its own possibilities and difficulties may be construed and negotiated by educators and students at the moment of implementing FB as a virtual classroom for foreign language interaction and learning.

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8. APPENDIXES

APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS

- 1) Cómo te sientes participando en el grupo de Facebook con tus compañeros y con tu profesora?
- 2) Describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.
- 3) De las actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué.
- 4) Como es la participación de tus compañeros en el grupo de Facebook y cómo es la tuya?
- 5) Compara el trabajo de tu profesora en el salón de clases con el que hace en el grupo de FB. En qué se parecen? En qué son diferentes?
- 6) Cómo haces para interactuar en Facebook con tu profesora? Cuántas veces has conversado con ella en el grupo de FB?

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APPENDIX B

INTERVIEWS TRANSCRIPT AND ANALYSIS

October 18th, 2016

Place: INESANJOR campus

Time: 8:40 a.m

Interviewer: Rainer Brito (English teacher)

Conventions:

T: Teacher

?: Question intonation

S1: Identified student

(.3): Approximately a 3 seconds pause

... : A normal pause

() : Comments by researcher

(lll) students laughing

INTERVIEW 1.

Participant	Utterances	Categories	Subcategories
T	Buenos días, entrevista No. 1 con Cristian Ramos González. Bueno Cristian te voy a hacer unas breves preguntas sobre el grupo de FB. Me vas a contestar lo más sinceramente posible. La primera pregunta es: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora?		
S1	Me siento bien porque puedo interactuar con internet y a mi me gusta interactuar mucho con el internet y me siento bien haciendo esto y también con el tema del colegio... se siente bien hacerlo.	Students' perception	
T	Ok, la segunda pregunta es: Describe en		

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	detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S1	Esteee, he publicado fotos, he comentado muchas fotos que han subido mis amigos, videos, posts, he hecho actividades que la profe ha puesto y esas cosas.	Peer-interaction	Active Role: - Post pictures. - Comment other partners' pictures or videos.
T	Bien... de las actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S1	Ehh, la que más me ha gustado ha sido publicar fotos porque la verdad es que yo puedo publicar fotos, las edito y las publico así y también porque son en Inglés y el Inglés es una de mis materias favoritas. (<i>Cristian has published on his own</i>)	Building autonomy	
T	Muy bien Cristian, cómo es la participación de tus compañeros en el grupo y como es la tuya?		
S1	Yo veo que mis compañeros son muy, muy activos en la página, mis compañeros siempre han sido muy activos en la página poniendo videos y fotos y por lo menos yo pienso que también soy muy activo en ella poniendo fotos porque la verdad es que no pongo videos, solo fotos, me gusta poner las fotos, los posts y eso.	Peer interaction	Active Role: - Post pictures and videos.
T	Bueno, muy bien Cristian. Quinta pregunta: Compara el trabajo de tu profesora en el salón de clases con el que ella hace en el grupo de FB... en qué se parecen y en qué se diferencian?		
S1	Esteee, se parece porque la profesora siempre ha sido una profesora muy amable, queee no nos regaña así para corregirnos las cosas... ella nos dice: "Cristian corrige esto o lo otro" y en eso se parece mucho. Lo diferente es que no la puedo ver así físicamente y se siente un poco raro hablar por internet así y eso.	Teacher as a feedback provider.	
T	Ok. Cómo haces para interactuar con tu		

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	profesora en FB, cuántas veces has interactuado con ella en el grupo?		
S1	En el chat creo que he interactuado con ella solamente una vez, pero en los comentarios si, eh, como es que es... eh las fotos que yo pongo, los comentarios que ella me dice me los corrige y me dice "Oye Cristian haz una breve descripción" y eso. Así que si.	Teacher-student interaction. Teacher as a feedback provider.	Active role: Chat with the teacher.
T	Bien, Cristian quieres compartir otro comentario sobre el grupo de FB, cómo te ha parecido la experiencia, para qué te ha servido?		
S1	Me ha parecido una experiencia muy buena y si, me ha servido mucho para aprender Inglés y eso, y también estar al tanto, al día de las cosas... sí, a mi me gusta bastante estar en la página.	Learning improvement.	
T	Ok, Cristian, muchísimas gracias.		

INTERVIEW 2.

Participant	Utterances	Categories	Subcategories
T	Estamos en la entrevista No. 2 En esta ocasión voy a hacerle algunas preguntas a la alumna Maira Bedoya. La primera pregunta, Maira: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora de Inglés?		
S2	Me siento bien porque ahí puedo interactuar, mis compañeros son bien, a veces me corrigen y... me siento muy bien.	Peer Interaction	Active role: Comment other partner's posts.
T	Listo, Maira: Describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S2	Pues he subido fotos deee... mis compañeros, lo que hago en mi tiempo libre, la casa... a veces	Building autonomy.	

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	publico algunas cosas que la profesora no me dice pero yo lo publico para... esteeee, para poder participar.		
T	Bien... de las actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S2	Me ha gustado la de la casa porque puedo decir como yo quiero mi casa cuando esté grande y... para que mis compañeros vean como la quiero y si es tan grande poder ir hasta allá (<i>III</i>) si logro obtenerla.	Students' involvement.	
T	Bien Maira, cómo es la participación de tus compañeros en el grupo y como es la tuya? Cómo ves que participan los muchachos?		
S2	Constantemente, son muy bien, sobre todo Cristian que participa mucho y constantemente pone fotos.		
T	Bueno, muy bien Maira. Compara el trabajo de tu profesora en el salón de clases con el que hace en el grupo de FB... en qué se parecen y en qué son diferentes?		
S2	Pues que en la clase nos enseña algunas... algunos temas y allá nosotros los aplicamos. Ya nosotros como que escribimos lo que nosotros aprendemos en la clase.	Learning improvement.	
T	Bien, y finalmente: Cómo haces para interactuar con tu profesora en FB, cuántas veces has conversado con ella en el chat?		
S2	He chateado con ella muchas veces, he participado demasiado y... y....	Teacher-student interaction	Active role: Chat with the teacher.
T	Cómo has hecho para participar?		
S2	Pues... comento, publico, saludo... y eso.	Peer interaction	Active role: Comment and post.

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T	Muy bien Maira, muchas gracias por tu participación.		
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INTERVIEW 3.

Participant	Utterances	Categories	Subcategories
T	Muy bien, nuestra entrevista No. 3 es con Johan Dairo Ortíz. Johan Dairo: Cómo te sientes participando en el grupo de FB con tus compañeros y tu profesora de Inglés?		
S3	Bueno, me siento bien porque en el grupo yo puedo aprender cosas de Inglés, aprender actividades que la seño nos pone y de ahí podemos realizar algunas... también en esa... lo que comentan nuestros compañeros nos puede servir algo más que nosotros no hayamos aprendido.	Learning improvement. Peer interaction.	Active role: Comment others' posts.
T	Muy bien Johan, descríbeme en detalle algunas de las acciones que has desarrollado en el grupo?		
S3	Bueno, yo he desarrollado un video de... "there are y there is", bueno y a través de ese video, esas actividades no las ha puesto la seño y con esas les he dado como un ejemplo a mis compañeros pa' que vayan adelantando en las actividades pa' que se lo vayan aprendiendo.	Building autonomy.	
T	O... de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué te ha gustado? Cuéntame...		
S3	Bueno, a mí me ha gustado el video porque de ahí he aprendido muchas cosas de ese tema.	Learning improvement.	
T	Listo Johan, cómo ves tú la participación de tus compañeros		

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	en el grupo y como es la tuya? Cómo es la dinámica del grupo?		
S3	Bueno el grupo cuando entro lo veo casi... muy activo, a veces poco entro siempre veo que el grupo está activo.		
T	Bien Johan. Explícame: Compara el trabajo de tu profesora en el salón de clases con el que ella hace en el grupo de FB... en qué se parecen y en qué son diferentes?		
S3	Bueno, eh, en el salón de clases la seño tiene que... como le digo? Tiene que dirigir su clase porque ésa si es una clase, y en el grupo pues ella se siente un poco más relajada porque eso es como un poco de su tiempo libre de nosotros aprender algo.		
T	Muy bien Johan Dairo, finalmente: Cómo haces para interactuar con tu profesora en FB, cuántas veces has conversado con ella en el chat del grupo?		
S3	Buenoooo, muy pocas veces porque casi no tengo así como... (///) digamos, tanta conectividad a internet.		
T	Listo Johan, muchas gracias.		

INTERVIEW 4.

Participant	Utterances	Categories	Subcategories
T	Muy bien, la entrevista No. 4 es con el alumno Kevin Torres. Kevin cuéntame: Cómo te sientes participando en el grupo de FB con tus compañeros y tu profesora de Inglés?		
S4	Ehhhh, me siento muy bien porque ahí con los compañeros...	Teacher as a feedback provider	

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	muchos cometemos errores y nos corrige como la seño también nos ha corregido y me siento super bien en el grupo.		
T	Muy bien, segunda pregunta: Describe en detalle algunas de las acciones que has desarrollado en el grupo.		
S4	Ehhhh, la descripción de la casa de mis sueños, lo que hago en mi tiempo libre y otras actividades		
T	Qué otras cosas has hecho?		
S4	He subido fotos de lo que hago en mi tiempo libre, hago comentarios, le doy me gusta a las fotos de mis compañeros y así.	Peer interaction	Active role: - Post pictures. - Comment on postings. Passive role: - Giving likes
T	Bien... de todas las actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S4	La descripción de la casa de mis sueños... por qué... porque ahí expresamos lo que queremos ser en la vida y por lo que queremos luchar y como vemos nuestras cosas para un futuro.	Students' involvement.	
T	Muy bien Kevin, bueno, cómo es la participación de tus compañeros en el grupo y como es la tuya, como se mueve el grupo?		
S4	El grupo es muy bien, mis compañeros montan muchas fotos, yo también he montado algunas publicaciones, les comento, les doy me gusta y si, se siente chévere.	Peer interaction.	Active role: - Post pictures. - Comment other classmates pictures Passive role: Giving likes.
T	Bien. Quinta pregunta: Compara el trabajo de tu profesora en el salón de clases con el que ella		

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	hace en el grupo de FB... en qué se parecen y en qué se diferencian?		
S4	Que la profesora en clase nos trata de explicar y en clase es como más correcto estar con ella, en cambio en el grupo tu teee, teee equivocas y la profe o los compañeros te están corrigiendo y... que la profesora se siente como mucho mejor en el grupo... no sé... le tenemos más confianza.	Teacher as a feedback provider.	
T	Muy bien Kevin, y por último: Cómo haces para interactuar con tu profesora en FB, cuántas veces has conversado con ella a través del chat o de los comentarios?		
S4	Ehhh a través de los comentarios si he chateado varias veces con mi profe, pero por chat casi no chateo con mi profe.	Teacher-student interaction.	Active role: - Chatting.
T	Bueno, Kevin, muchas gracias por tu colaboración.		

INTERVIEW 5.

Participant	Utterances	Categories	Subcategories
T	Bien , nos encontramos con Dairo Luis Suárez que es nuestro entrevistado No. 5 Dairo: la primera pregunta es: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora?		
S5	No, hasta ahora me he sentido bien, esteee, con los compañeros, interactuando de lo que hemos visto acá en el colegio y lo que hemos visto en Facebook, o sea,	Students' perception.	

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	participando, ehhhh, retándonos a ser mejores en esas cosas que la profesora nos ha dado.		
T	Bien, muy bien Dairo... cuéntame: Describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S5	Bueno, hasta ahora hemos hecho muchas actividades, como por ejemplo la de describir nuestra casa soñada y también la foto que nos hizo la seño y compartir con nuestros compañeros de FB de lo que... de lo que hacíamos en nuestro tiempo libre.		
T	Ok... de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S5	Me ha gustado mas la deee... describir lo que hacemos en nuestro tiempo libre porque esa es la que mas, o sea, la que más me <i>desató</i> a escribir en Inglés y encontrar mejores oportunidades para... mejorar.	Students' involvement.	
T	Listo Dairo, muy bien, tu como ves el grupo, cómo es la participación de tus compañeros en el grupo y como es la tuya?		
S5	La participación de mis compañeros es... yo creo que es a veces mejor que la mía porque, o sea, mis compañeros como... saben más que yo de Inglés y saben interactuar mejor que yo.		
T	Bueno, compara el trabajo de tu profesora en el salón de clases con el que hace en el grupo de FB... en qué se parecen y en qué son diferentes?		
S5	Bueno, en la clase nos dieron el there is y el there are y en la clase me pareció como más fácil que en el grupo de Facebook porque acá		

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	la seño nos ayuda a... como a conocer o a... a ser mejores en eso y en el grupo casi no me atrevo así...		
T	Ok. Cómo haces para interactuar con tu profesora en FB, cuántas veces has conversado con ella en el grupo?		
S5	Hasta ahora no he conversado con ella, pero más adelante lo podré hacer.		
T	Y te sientes animado para conversar?		
S5	Si, claro que si (III).		
T	Muy bien Dairo Luis, gracias.		

INTERVIEW 6

Time: 10:40 a.m

Interviewer: Omar Ospino.

Participant	Utterances	Categories	Subcategories
T	Bueno , nos encontramos con Valentina Narvaez, que es nuestra entrevistada No. 6. Valentina, te voy a hacer algunas preguntas relacionadas con el grupo de FB, vale? Me vas a contestar con la mayor sinceridad. la primera pregunta es: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora?		
S6	Yo me siento segura y a la misma vez me siento como confundida porque cuando ya doy la respuesta no se si me equivoco o a veces la respuesta se la doy correcta.		
T	Bueno, muy bien Valentina. Describe en detalle algunas de las		

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	acciones que has desarrollado en el grupo.		
S6	Ehhh, les he dado me gusta a las publicaciones que suben los compañeros, hago comentarios y, al escribir ellos las notificaciones en su muro, si están malas, se las corrijo si hablan en español les digo que deben hacerlo en inglés y... también publico fotos.	Peer interaction	Active role: - Comment on other's posts. - Post pictures.
T	Bien Valentina, de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S6	Ehhh, la de mi casa de los sueños. Me ha gustado porque le dí a conocer a mis compañeros como quería mi casa y la describí en Inglés.	Students' involvement.	
T	Y eso te pareció bien?		
S6	Uhjuu		
T	Muy bien, tu como ves tu participación de los compañeros en el grupo, como es la dinámica del grupo?		
S6	Algunos compañeros participan muy pocas veces y si... hay unos que si están activos en el grupo, siempre están pendientes, frecuentemente, esteeee, contestando las preguntas que hacen otros compañeros y yo también les doy a conocer lo que yo quiero hablar con ellos.	Building autonomy	
T	Listo, compara el trabajo de tu profesora en el salón de clases con el que hace en el grupo de FB... en qué se parecen y en qué son diferentes?		
S6	Bueno, en el tema que la profesora dio de la casa de mis sueños, ella nos lo dio a conocer con una actividad, verdad? Entonces la subió después al		

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	muro donde cada estudiante tenía que describir después la casa de sus sueños. Así más o menos...		
T	Ajá. Cómo haces para interactuar con tu profesora en FB, cuántas veces has conversado con ella en el chat del grupo?		
S6	Ehhh, (///) una sola vez...		
T	Muy bien Valentina. Gracias por tu participación.		

INTERVIEW 7.

Participant	Utterances	Categories	Subcategories
T	Bien ,nuestra entrevista No. 7 es con Alejandra Zabaleta. Alejandra: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora de Inglés?		
S7	Me siento bien, me parece que es una forma de hablar con nuestros compañeros y compartir muchas cosas... hablar, interactuar con ellos.	Students' perception	
T	Muy bien, Alejandra descríbeme en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S7	Esteee, he publicado fotos, de lo que estoy haciendo en mi tiempo libre, de la casa de mis sueños y... un poco de todo eso.		
T	Ok... de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S7	Esteee, describir la casa de mis sueños... porque me parece que es muy bueno que uno vaya, esteee, creándose cosas en su mente, pensando en la casa de sus sueños, describiendo como la quiere tener, como quiere que sea	Students' involvement.	

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	y... decirlo en inglés... todavía me parece super chévere		
T	Bueno, cómo es la participación de tus compañeros en el grupo y como es la tuya? Como es la dinámica del grupo?		
S7	Muy bien, se mueve, cuando yo estoy conectada siempre puedo hablar con otras personas y así, me parece que es muy bueno.	Peer interaction	Active role: Chatting
T	Ok, compara el trabajo de tu profesora en el salón de clases con el que hace en el grupo de FB... en qué se parecen y en qué son diferentes?		
S7	Se parecen un poquito porque hay unos temas que ella nos da que se parecen a los que encontramos en el FB y se me hace como más fácil... por ejemplo la imagen que puso la seño del vocabulario me ayudó mucho con una tarea que no había entendido.	Learning improvement.	
T	Ok. Cómo haces para interactuar con tu profesora en FB, cuántas veces has chateado, has participado en el chat del grupo?		
S7	Varias veces, he hablado por chat, he saludado y me han respondido la seño o los compañeros que están conectados en ese momento.	Teacher-student interaction. Peer interaction.	Active Role: - Chatting with the teacher and friends.
T	Bueno, Alejandra, muchas gracias por tu participación.		

October 21st, 2016

Place: Classroom.

Time: 9:00 a.m

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Interviewer: Omar Ospino (English teacher)

INTERVIEW 8.

Participant	Utterances	Categories	Subcategories
T	Buenos días, nos encontramos hoy con Jairo Márquez, del grado 7-02 y miembro del English Club en Facebook. Jairo, tengo unas preguntas para ti hoy: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora?		
S8	Bien porque... es un grupo que nos ayuda a practicar el inglés y para ayudar en la clase.	Students' perception.	
T	Ok, Jairo: Describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S8	He subido un video para que los compañeros lo vean y les guste lo que hemos aprendido en clase. Por ejemplo también lo del <i>there is</i> y <i>there are</i> , nos sirve para ayudar en clase eh... y no cometer errores.	Building autonomy.	
T	Ajá, y qué mas? Que otras cosas has hecho en el grupo?		
S8	He subido publicaciones de actividades que hemos hecho, por ejemplo la de la casa de los sueños que... dice que debemos describir la casa de tus sueños y... que casa te gustaría tener cuando seas grande.		
T	Listo Jairo... de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S8	Me ha gustado mucho la de describir al personaje porque el	Students' involvement.	

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	personaje que describí fue un luchador de lucha libre que ha ganado muchos trofeos y ha vencido a muchos... muchas personas.		
T	Muy bien Jairo, ahora: cómo es la participación de tus compañeros en el grupo y como es la tuya? Cómo es la dinámica del grupo?		
S8	No, muy bien porque estamos activos y nos ayudamos unos a otros cuando nos equivocamos, alguno le corrige o la profesora, ella misma nos corrige.	Teacher as a feedback provider.	
T	Muy bien Jairo. Quinta pregunta: Compara el trabajo de tu profesora en el salón de clases con el que ella hace en el grupo de FB... en qué se parecen y en qué se diferencian?		
S8	Se parecen mucho porque en el Facebook usamos casi las mismas palabras que utilizamos en clase, por ejemplo, las actividades de la vida de nosotros, que nos gustaría ser y etcétera.	Learning improvement.	
T	Ok. Cómo haces para interactuar con tu profesora en FB, cuántas veces has interactuado con ella en el grupo?		
S8	En varias ocasiones he tenido la oportunidad de conversar con la profesora porque a veces está activa y me pongo a chatear con ella y ella me pregunta como estoy y donde estoy y yo trato de contestarle.	Teacher-student interaction.	Active role: - Chatting with the teacher.
T	Muy bien, Jairo, gracias.		

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INTERVIEW 9.

Participant	Utterances	Categories	Subcategories
T	Bien, nos encontramos ahora con el alumno Kevin Anaya en nuestra segunda entrevista del día de hoy. Kevin te voy a hacer algunas preguntas sobre el grupo de Facebook y me vas a contestar con la mayor sinceridad. La primera pregunta es: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora de Inglés?		
S9	Bueno, yo me siento bien en el grupo porque en el grupo he aprendido mucho sobre lo de inglés, o sea, las cosas que dice la seño que hay que hacer, colocando las cosas que uno hace en su tiempo libre, o la casa de sus sueños, por eso me siento bien. Creo que ... me ha servido mucho.	Learning improvement. Students' involvement.	
T	Bien, Kevin: Describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S9	Las acciones que he desarrollado en el grupo es que... cuando coloqué qué hago en mi tiempo libre, coloqué una foto donde yo estoy jugando al fútbol, porque ese es mi deporte que me gusta más.		
T	A ver... de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S9	Me ha gustado más la de la casa de mis sueños porque ahí aprendí a describir una casa que me enseñó la seño Martha.	Students' involvement.	
T	Ok, cómo es la participación de		

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	tus compañeros en el grupo y como es la tuya? Cómo es la dinámica del grupo?		
S9	O sea... es bien, por ejemplo, alguien sube una foto y unos comentan, otros le dan me gusta, y la participación es buena, esteeee, respetuosamente, sin decir palabras y sin nada.	Peer-interaction.	Active role: - Post a picture. - Comment on a post. Passive role: - Giving likes.
T	Muy bien Kevin, excelente. Bueno, ahora cuéntame algo, cómo es el trabajo, compara el trabajo de tu profesora en el salón de clases con el que ella hace en el grupo de FB... en qué se parecen y en qué se diferencian?		
S9	O sea, se parecen porqueeee... es como es en el salón. O sea, es respetuosa, o sea, esteee (.3) es igual en el salón y en la página porque lo que explica en el salón, lo aplica en la página y es para que nosotros, o sea, desarrollar más la mente de lo que ella explica en el salón.	Learning improvement.	
T	Muy bien Kevin, y la última pregunta: Cómo haces para interactuar con tu profesora en FB, cuántas veces has interactuado con ella en el grupo?		
S9	Ehhh, solamente he conversado una vez, fue cuando subí mi foto que me corrigió un error que tuve colocando, o sea, que hago en mi tiempo libre, me equivoqué en una palabra y ella me corrigió y eso está bien.	Teacher as a feedback provider.	
T	Listo Kevin, muchas gracias por tu colaboración.		

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INTERVIEW 10.

Participant	Utterances	Categories	Subcategories
T	Muy bien, en este momento me acompaña el estudiante Leonardo Díaz, para responderme algunas preguntas sobre el English Club en Facebook. Leo, cuéntame: Cómo te sientes participando en el grupo de FB con tus compañeros y con tu profesora?		
S10	Pues, yo me siento bien porque así puedo hablar con mis compañeros, o sea, ver lo que ellos hacen en su tiempo libre, eh, con la profesora, interactuar y me siento bien por eso.	Students perception	
T	Muy bien Leo, describe en detalle algunas de las acciones que has desarrollado en el grupo de FB.		
S10	Mmmm de lo que he desarrollado, sobre lo que hago en mi tiempo libre, lo que hago, lo que ha puesto la seño, lo que han publicado mis amigos, los que están en el grupo, les doy me gusta y... este, comentarios, pocos, (lll)	Peer-interaction Teacher-student interaction	Passive role: - Giving likes.
T	Ok, de esas actividades que has hecho hasta ahora, cuál es la que más te ha gustado y por qué?		
S10	Laaa, me ha gustado más la del tiempo libre porque ahí he puesto el fútbol porque es mi deporte favorito y quiero llegar lejos con ese deporte.	Students' involvement.	
T	Muy bien Leo, ahora, cómo es la participación de tus compañeros en el grupo y como es la tuya? Cómo ves el grupo?		
S10	Pues, la de mis compañeros, es bastante su participación, respecto	Peer interaction	Passive role: - View others'

FACEBOOK AND INTERACTION

	a la mía que es poco, porque a veces miro los mensajes pero... eh... no respondo lo que han publicado.		postings and videos.
T	Ok Leo. Quinta pregunta: Compara el trabajo de tu profesora en el salón de clases con el que ella hace en el grupo de FB... en qué se parecen y en qué se diferencian?		
S10	Se parece un poco porque ella, lo que explica en el salón, lo pone en el grupo de Facebook o a veces pone videos que ella nos da sobre como describir la casa de nuestros sueños, entonces, ella luego comenta también en el Facebook.		
T	Y finalmente: cómo haces para interactuar con tu profesora en FB, cuántas veces has chateado o has conversado con ella en el grupo?		
S10	Con la profesora he chateado como dos veces, pocas, pero he chateado con ella y me he sentido bien chateando con ella. Es chévere.		
T	Muy bien, Leo, muchas gracias por tu participación.		

FACEBOOK AND INTERACTION

APPENDIX C

STUDENTS' QUESTIONNAIRE

ENCUESTA PARA ESTUDIANTES

Instrucciones: por favor, lee atentamente las siguientes preguntas. Encierra en un circulo la opción que corresponda a tu respuesta o llena el espacio en blanco en caso de ser necesario.

(Adaptación de Selami Aydın, 2012)

I.

1	Cual es tu género?	1 Femenino	2 Masculino
2	Cual es tu edad?	()	

	Nunca	Rara vez	A veces	Con	Siempre	
3	Comento las fotos que mi profesora coloca.	(1)	(2)	(3)	(4)	(5)
4	Subo fotos y/o videos en el muro del grupo.	(1)	(2)	(3)	(4)	(5)
5	Trato de responder a las actividades propuestas	(1)	(2)	(3)	(4)	(5)
6	Hago comentarios sobre lo que mis compañeros escriben.	(1)	(2)	(3)	(4)	(5)
7	Veo las fotos que mi profesora coloca.	(1)	(2)	(3)	(4)	(5)
8	Veo los videos que mi profesora coloca.	(1)	(2)	(3)	(4)	(5)
9	Comienzo chats con la profesora.	(1)	(2)	(3)	(4)	(5)
10	Comienzo chats con mis compañeros.	(1)	(2)	(3)	(4)	(5)

FACEBOOK AND INTERACTION

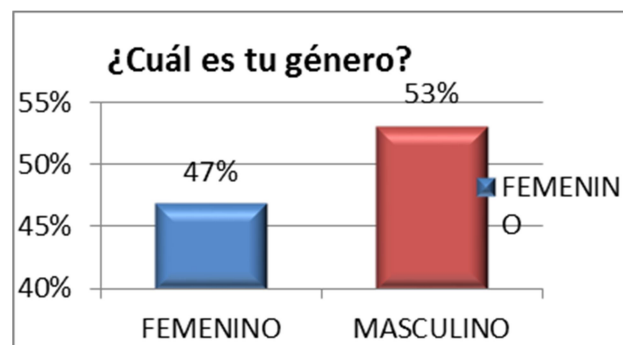
11	Recibo comentarios de mi profesora a los aportes que hago	(1)	(2)	(3)	(4)	(5)
12	Recibo comentarios de mis compañeros a mis aportes.	(1)	(2)	(3)	(4)	(5)
13	Envío mensajes a mis compañeros.	(1)	(2)	(3)	(4)	(5)
14	Recibo mensajes de mis compañeros.	(1)	(2)	(3)	(4)	(5)
15	Leo toda la información que mi profesora sube.	(1)	(2)	(3)	(4)	(5)
16	Tomo la iniciativa para postear fotos, videos o comentarios.	(1)	(2)	(3)	(4)	(5)
17	Espero que otros inicien la conversacion.	(1)	(2)	(3)	(4)	(5)
18	Estar en el grupo de Facebook me ha servido para mis clases	(1)	(2)	(3)	(4)	(5)
19	Participo espontaneamente en el grupo de FB.	(1)	(2)	(3)	(4)	(5)
20	Reviso lo que coloca mi profesora o mis compañeros en el grupo.	(1)	(2)	(3)	(4)	(5)
21	Le doy “me gusta” a los aportes de mi profesora.	(1)	(2)	(3)	(4)	(5)
22	Le doy “me gusta” a los aportes de mis compañeros.	(1)	(2)	(3)	(4)	(5)
23	Mi profesora le da “me gusta” a mis aportes y respuestas.	(1)	(2)	(3)	(4)	(5)
24	Mis compañeros le dan “me gusta” a mis aportes.	(1)	(2)	(3)	(4)	(5)

GRACIAS POR TU PARTICIPACION.

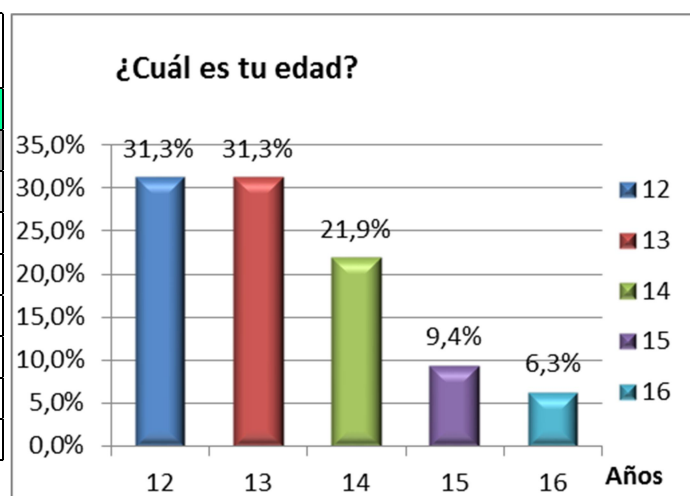
APPENDIX D

TABULATED RESULTS OF STUDENTS' QUESTIONNAIRES

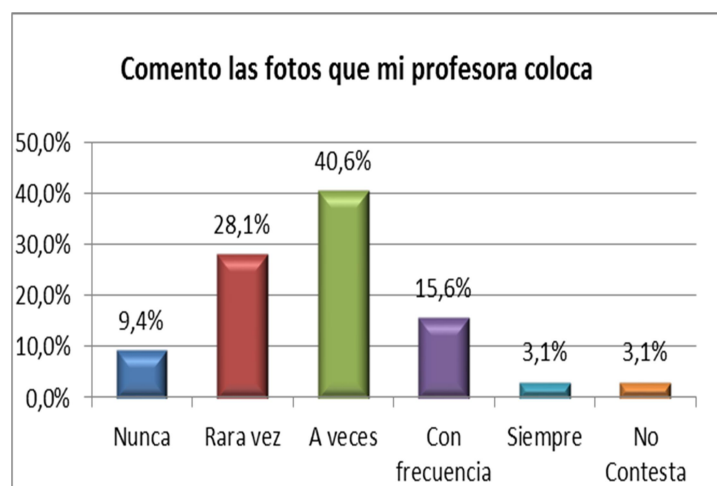
PREGUNTA N°		1
¿Cuál es tu género?		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
FEMENINO	15	47%
MASCULINO	17	53%
TOTAL	32	100%



PREGUNTA N°		2
¿Cuál es tu edad?		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
12	10	31,3%
13	10	31,3%
14	7	21,9%
15	3	9,4%
16	2	6,3%
TOTAL	32	100%
PROMEDIO	13,28	
DESVIACIÓN ESTANDAR	1,41	

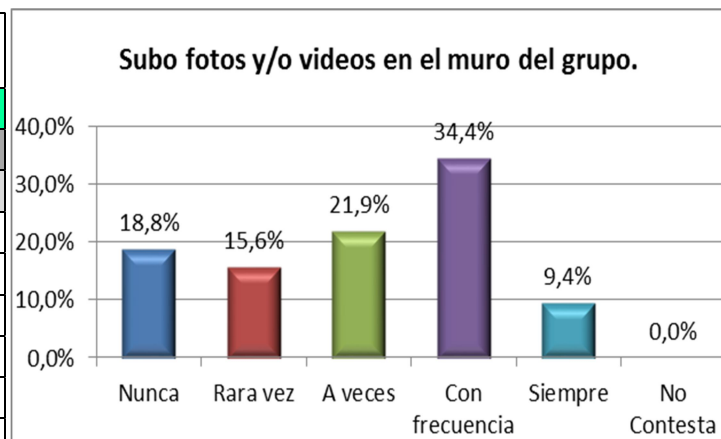


PREGUNTA N°		3
Comento las fotos que mi profesora coloca		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	3	9,4%
Rara vez	9	28,1%
A veces	13	40,6%
Con frecuencia	5	15,6%
Siempre	1	3,1%
No Contesta	1	3,1%
TOTAL	32	100%

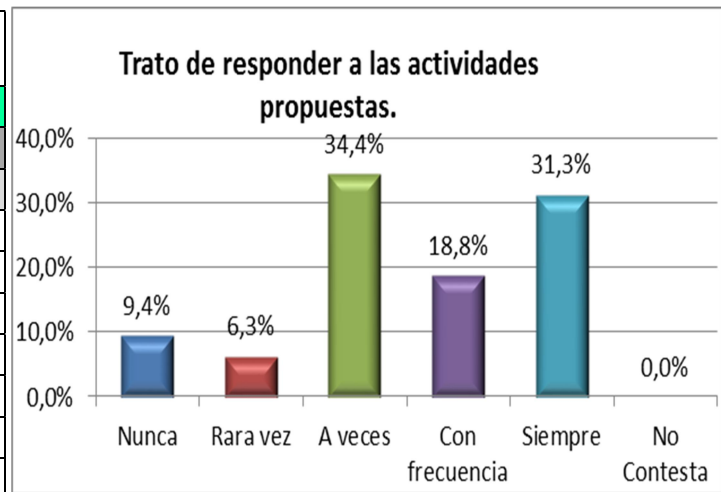


FACEBOOK AND INTERACTION

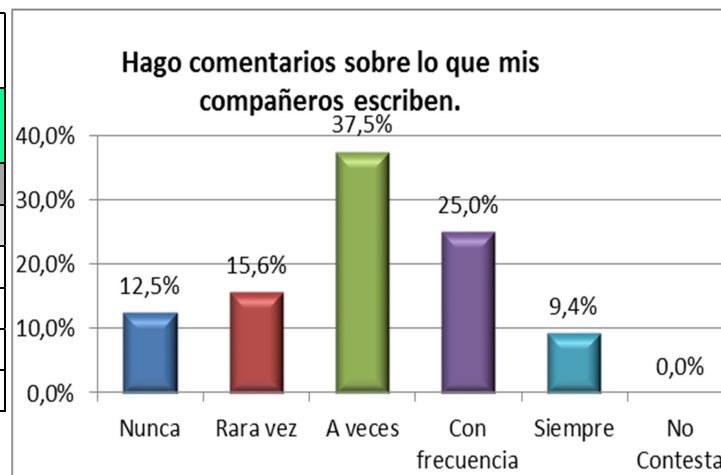
PREGUNTA N°		4
Subo fotos y/o videos en el muro del grupo.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	6	18,8%
Rara vez	5	15,6%
A veces	7	21,9%
Con frecuencia	11	34,4%
Siempre	3	9,4%
No Contesta	0	0,0%
TOTAL	32	100%



PREGUNTA N°		5
Trato de responder a las actividades propuestas.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	3	9,4%
Rara vez	2	6,3%
A veces	11	34,4%
Con frecuencia	6	18,8%
Siempre	10	31,3%
No Contesta	0	0,0%
TOTAL	32	100%



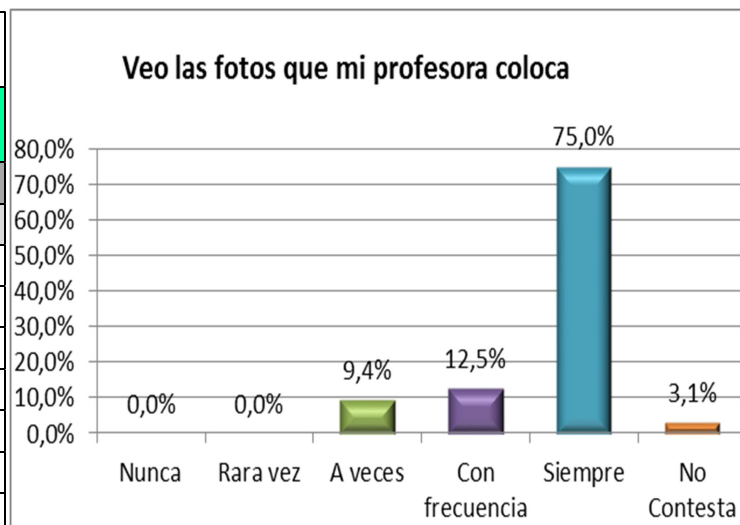
PREGUNTA N°		6
Hago comentarios sobre lo que mis compañeros escriben.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	4	12,5%
Rara vez	5	15,6%
A veces	12	37,5%
Con frecuencia	8	25,0%



FACEBOOK AND INTERACTION

Siempre	3	9,4%
No Contesta	0	0,0%
TOTAL	32	100%

PREGUNTA N°		7
Veo las fotos que mi profesora coloca		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	0	0,0%
Rara vez	0	0,0%
A veces	3	9,4%
Con frecuencia	4	12,5%
Siempre	24	75,0%
No Contesta	1	3,1%
TOTAL	32	100%



PREGUNTA N°		8
Veo los videos que mi profesora coloca.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	1	3,1%
Rara vez	0	0,0%
A veces	8	25,0%
Con frecuencia	5	15,6%
Siempre	18	56,3%
No Contesta	0	0,0%
TOTAL	32	100%



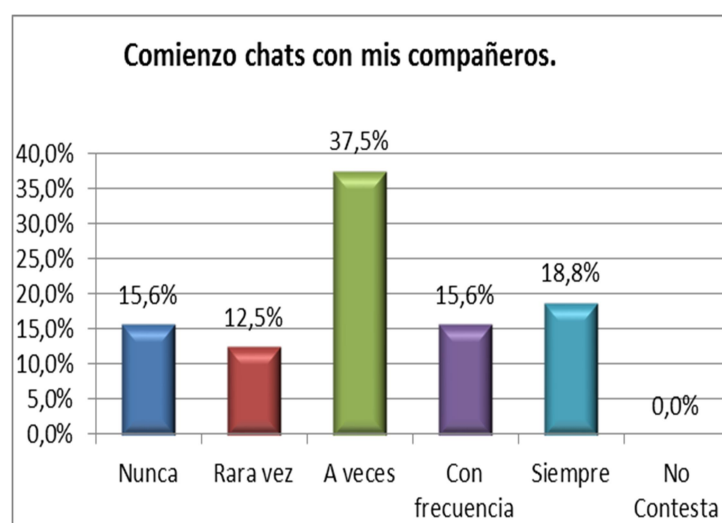
PREGUNTA N°		9
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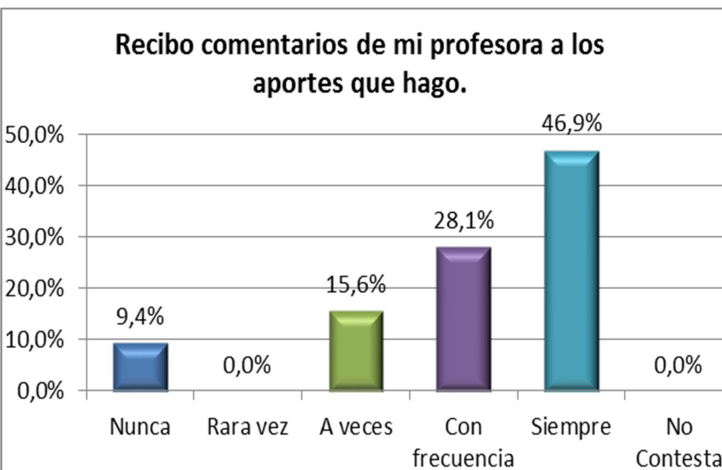
FACEBOOK AND INTERACTION

Comienzo chats con la profesora.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	6	18,8%
Rara vez	4	12,5%
A veces	14	43,8%
Con frecuencia	3	9,4%
Siempre	5	15,6%
No Contesta	0	0,0%
TOTAL	32	100%

PREGUNTA N°		10
Comienzo chats con mis compañeros.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	5	15,6%
Rara vez	4	12,5%
A veces	12	37,5%
Con frecuencia	5	15,6%
Siempre	6	18,8%
No Contesta	0	0,0%
TOTAL	32	100%



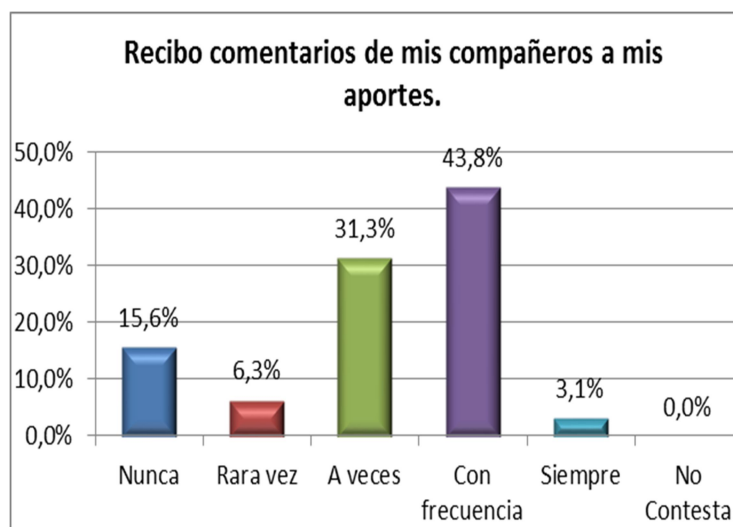
PREGUNTA N°		11
Recibo comentarios de mi profesora a los aportes que hago.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	3	9,4%
Rara vez	0	0,0%
A veces	5	15,6%
Con frecuencia	9	28,1%
Siempre	15	46,9%
No Contesta	0	0,0%



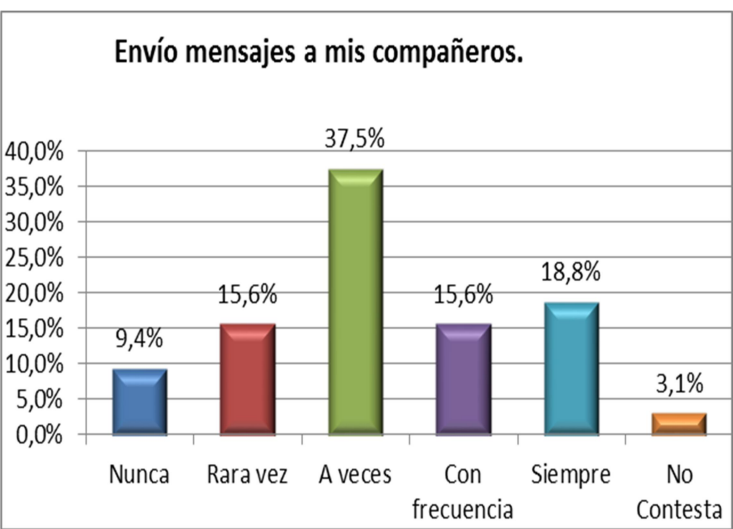
FACEBOOK AND INTERACTION

TOTAL	32	100%
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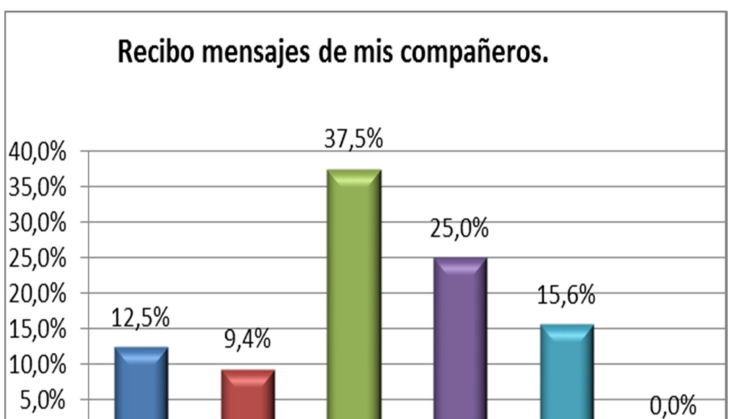
PREGUNTA N°		12
Recibo comentarios de mis compañeros a mis aportes.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	5	15,6%
Rara vez	2	6,3%
A veces	10	31,3%
Con frecuencia	14	43,8%
Siempre	1	3,1%
No Contesta	0	0,0%
TOTAL	32	100%



PREGUNTA N°		13
Envío mensajes a mis compañeros.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	3	9,4%
Rara vez	5	15,6%
A veces	12	37,5%
Con frecuencia	5	15,6%
Siempre	6	18,8%
No Contesta	1	3,1%
TOTAL	32	100%



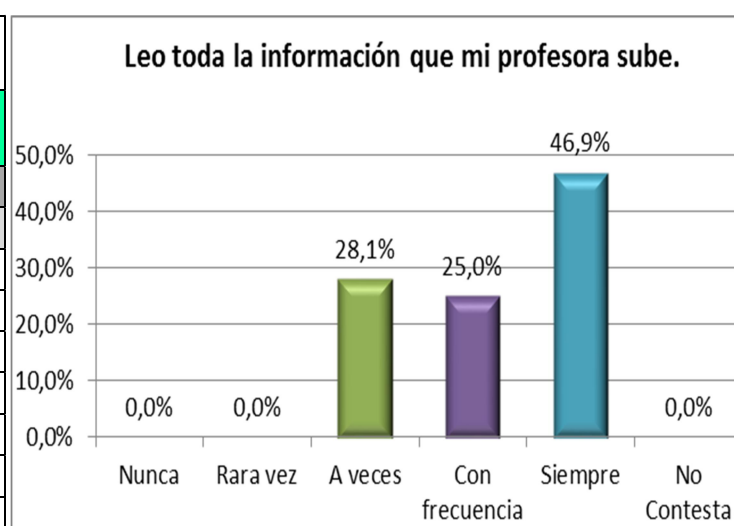
PREGUNTA N°		14
Recibo mensajes de mis compañeros.		
TABLA DE DATOS		



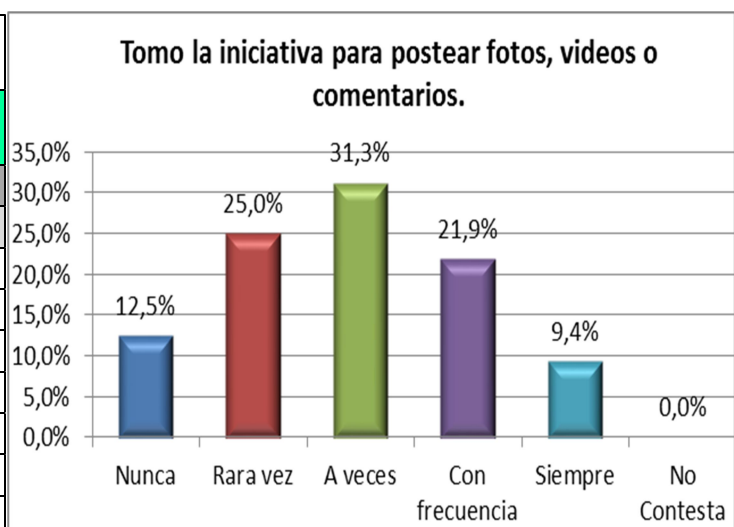
FACEBOOK AND INTERACTION

VARIABLE	FRECUENCIA	%
Nunca	4	12,5%
Rara vez	3	9,4%
A veces	12	37,5%
Con frecuencia	8	25,0%
Siempre	5	15,6%
No Contesta	0	0,0%
TOTAL	32	100%

PREGUNTA N°		15
Leo toda la información que mi profesora sube.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	0	0,0%
Rara vez	0	0,0%
A veces	9	28,1%
Con frecuencia	8	25,0%
Siempre	15	46,9%
No Contesta	0	0,0%
TOTAL	32	100%



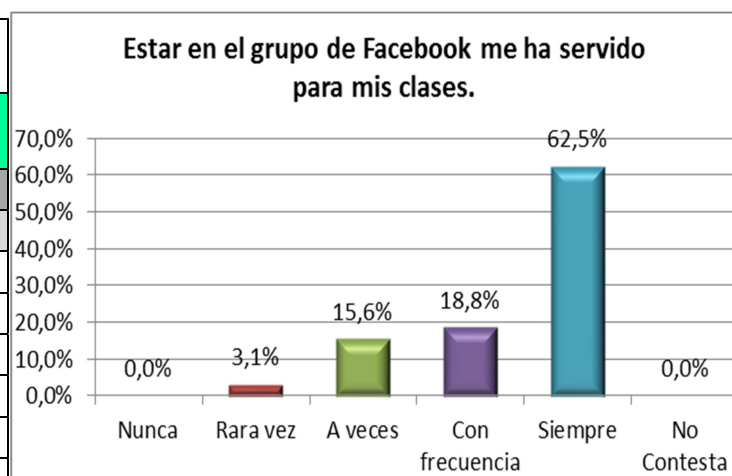
PREGUNTA N°		16
Tomo la iniciativa para postear fotos, videos o comentarios.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	4	12,5%
Rara vez	8	25,0%
A veces	10	31,3%
Con frecuencia	7	21,9%
Siempre	3	9,4%
No Contesta	0	0,0%
TOTAL	32	100%



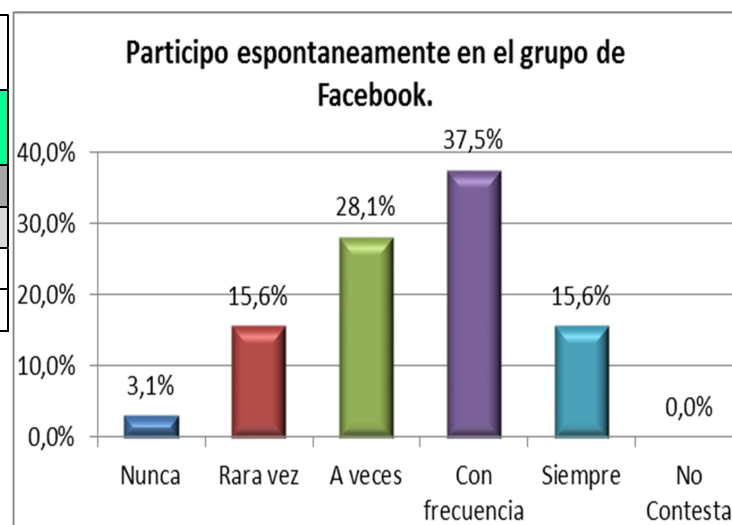
FACEBOOK AND INTERACTION

PREGUNTA N°		17
Espero que otros inicien la conversación.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	5	15,6%
Rara vez	4	12,5%
A veces	8	25,0%
Con frecuencia	7	21,9%
Siempre	8	25,0%
No Contesta	0	0,0%
TOTAL	32	100%

PREGUNTA N°		18
Estar en el grupo de Facebook me ha servido para mis clases.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	0	0,0%
Rara vez	1	3,1%
A veces	5	15,6%
Con frecuencia	6	18,8%
Siempre	20	62,5%
No Contesta	0	0,0%
TOTAL	32	100%



PREGUNTA N°		19
Participo espontaneamente en el grupo de Facebook.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	1	3,1%
Rara vez	5	15,6%



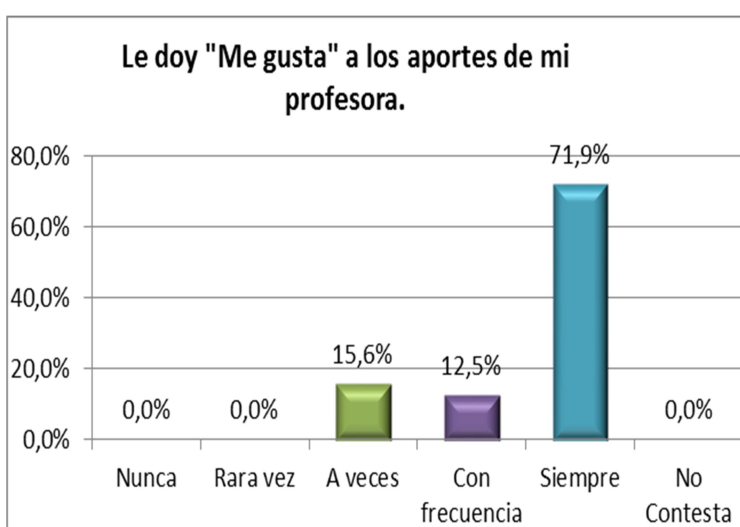
FACEBOOK AND INTERACTION

A veces	9	28,1%
Con frecuencia	12	37,5%
Siempre	5	15,6%
No Contesta	0	0,0%
TOTAL	32	100%

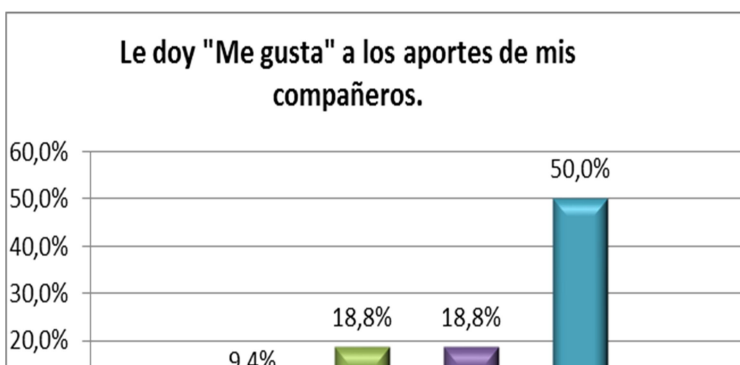
PREGUNTA N°		20
Reviso lo que coloca mi profesora o mis compañeros en el grupo.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	0	0,0%
Rara vez	0	0,0%
A veces	5	15,6%
Con frecuencia	9	28,1%
Siempre	18	56,3%
No Contesta	0	0,0%
TOTAL	32	100%



PREGUNTA N°		21
Le doy "Me gusta" a los aportes de mi profesora.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	0	0,0%
Rara vez	0	0,0%
A veces	5	15,6%
Con frecuencia	4	12,5%
Siempre	23	71,9%
No Contesta	0	0,0%
TOTAL	32	100%



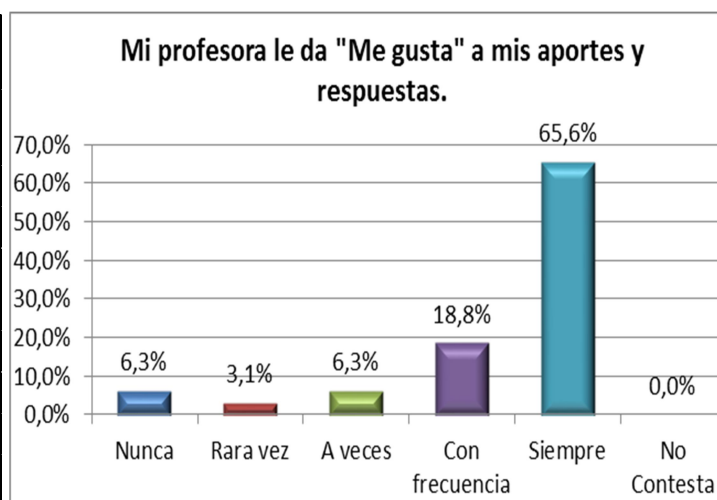
PREGUNTA N°		22
Le doy "Me gusta" a los aportes de mis compañeros.		



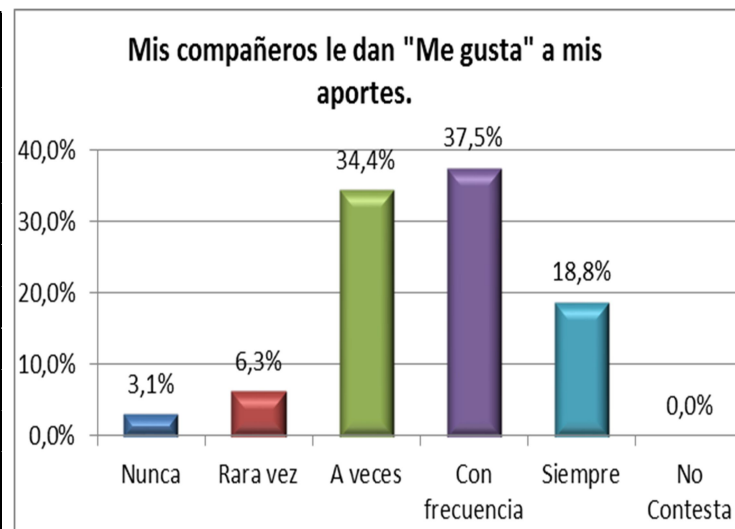
FACEBOOK AND INTERACTION

TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	1	3,1%
Rara vez	3	9,4%
A veces	6	18,8%
Con frecuencia	6	18,8%
Siempre	16	50,0%
No Contesta	0	0,0%
TOTAL	32	100%

PREGUNTA N°		23
Mi profesora le da "Me gusta" a mis aportes y respuestas.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	2	6,3%
Rara vez	1	3,1%
A veces	2	6,3%
Con frecuencia	6	18,8%
Siempre	21	65,6%
No Contesta	0	0,0%
TOTAL	32	100%



PREGUNTA N°		24
Mis compañeros le dan "Me gusta" a mis aportes.		
TABLA DE DATOS		
VARIABLE	FRECUENCIA	%
Nunca	1	3,1%
Rara vez	2	6,3%
A veces	11	34,4%
Con frecuencia	12	37,5%
Siempre	6	18,8%
No Contesta	0	0,0%
TOTAL	32	100%



APPENDIX E

